
Saint Michael's College

1999-2001



Graduate Programs

**SAINT MICHAEL'S COLLEGE
ONE WINOOSKI PARK
COLCHESTER, VERMONT 05439**

Graduate Catalogue

1999-2001



SAINT MICHAEL'S COLLEGE

GRADUATE PROGRAMS
ONE WINOOSKI PARK
COLCHESTER • VERMONT • 05439

1999-2000 GRADUATE PROGRAMS ACADEMIC CALENDAR

SUMMER SESSION 1999

Term I

May 17
Classes Begin
May 31
Memorial Day - No Classes
June 25
Classes End

Term II

June 28
Classes Begin
July 1
Intent to Graduate Forms Due
July 5
Independence Day - No Classes
August 6
Classes End

FALL SEMESTER 1999

August 31 (Tuesday)
Classes Begin
September 6
Labor Day: Classes for all
October 11-12
Holiday: No Classes
October 15
Last day for making up I grades
from Spring and Summer 1999
Semesters
November 1
Intent to Graduate Forms Due
November 24-28
Thanksgiving Recess
November 29
Classes Resume
December 18
Last Day of classes/exams

SPRING SEMESTER 2000

January 17
Classes Begin
February 1
Intent to Graduate Forms Due
February 18
Last day for making up I grades
from Fall 1999 Semester
February 26-March 5
Winter Recess
March 6
Classes Resume
April 21-24
Easter Recess
April 25
Classes Resume
May 9
Last day of classes/exams
May 13
Baccalaureate Mass
May 14
Commencement

Saint Michael's College

GRADUATE PROGRAMS

One Winooski Park
Colchester, Vermont 05439

(802) 654-2100 • 1-800-981-4383 (in VT)

<http://www.smcvt.edu/gradprograms> • email: gradprograms@smcvt.edu

Graduate Programs1

Admission1

Academic Policies3

Grading System.....5

Fees and Expenses5

Financial Aid8

Administration and Management12

Clinical Psychology.....34

Education.....45

Teaching English as a

Second Language.....82

Theology and Pastoral Ministry.....93

Administrative Officers105

Graduate Faculty106

Frequently Called Numbers109

Index110

Campus Map.....111

Saint Michael's College is accredited by the New England Association of Schools and Colleges. The College is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Association of American Colleges, the National Catholic Educational Association and Universities, the College Entrance Examination Board, the New England Colleges Fund, the Vermont Higher Education Council, and the Association of Vermont Independent Colleges.

Saint Michael's College is committed to affirmative action and equal opportunity. It does not discriminate against students, employees, or applicants for admission or for employment on the basis of race, color, gender, age, ethnicity religion, sexual orientation, disability, or physical characteristics. Members of the College are encouraged to communicate in a gender-fair manner.

Saint Michael's reserves the right to change various prices and policies without prior notice. The College will, however, make every effort to notify schools, students and prospective students of significant changes.

THE GRADUATE PROGRAMS

HISTORY

From 1926 to 1959, a variety of master's level programs were offered including a Master of Education degree; Master's of Arts degrees in English, French, History, Latin and Sociology; and Master's of Science degrees in Biology, Chemistry, and Mathematics. These early programs were offered only in the summer and generally were directed to training religious and other teachers serving in Catholic schools.

By the mid-1960s, most of these early programs were phased out. However, the Graduate Programs in Education were continued, and the 1960s saw the initiation of the Graduate Program in Theology (1962) and the Graduate Program in Teaching English as a Second Language (1963).

In 1979, the Graduate Program in Administration and Management was added to Saint Michael's graduate offerings. During this time, graduate courses were also offered on a year-round basis in order to meet the needs and interests of the growing numbers of students who wished to pursue advanced studies at the College. In addition, a number of educational options such as certificate programs, summer institutes and special workshops were developed to broaden opportunities for specialized study. In the 1970s, the Graduate Program in Counseling was developed and in 1983 evolved into the Graduate Program in Clinical Psychology.

At present, over 750 students are enrolled on a part- or full-time basis in the five programs. In general, the Graduate Programs focus on the development of practical as well as theoretical skills and the preparation of professionals whose interests lie in community, education, or public service.

CONTINUING TRADITIONS

The Graduate Programs continue to exemplify the Saint Michael's tradition of quality education that prepares students to contribute to both a chosen field of study and the social community. These programs respond to educational needs in Vermont, in the nation, and beyond, by providing practitioner-oriented programs in a variety of fields. In these professional fields of study, students are expected to achieve a level of competence and scholarship that will mark them as leaders. The Graduate Programs provide opportunities for lifelong learning, giving students and faculty the chance to share a process of educational and social growth meant to enrich both professional and personal experiences, and the academic environment. It is hoped that graduate students, faculty and staff will also strive to reflect the moral values of the College in all aspects of their professional and personal lives, not only on the campus and in the work-place, but in church and service affiliations, in political participation, in family and neighborhood interactions, and in contacts with people from different countries and cultures.

ADMISSION TO GRADUATE STUDY

The Graduate Programs seek students who possess qualities of intellect and character that will enable them to benefit from and contribute to a rigorous program

of advanced studies. Each applicant is judged on individual merit without regard for race, color, creed, sex, age, religion, sexual orientation, and national or ethnic origin. An otherwise qualified individual will not be excluded from admission solely by reason of his/her handicap.

All persons applying for graduate study, including advanced certificate programs, must complete the entire admissions process. An admissions packet containing all the necessary instructions and forms is available upon request from the respective graduate program.

The decision to admit a student to graduate study is made within individual departments by program directors in consultation with other key people. All persons seeking admission to graduate study should confer with the program director or faculty advisor before a final admissions decision is made.

Application Procedures

Please see individual departments for application procedures.

Admission Procedures for International Students

International students are invited to apply for admission to graduate study with Saint Michael's College. In addition to all admissions procedures and requirements described previously and listed under the program areas, international students must also submit:

1. A statement verifying that the applicant has sufficient financial resources to provide for academic and personal expenses while attending Saint Michael's College. This information is required before Immigration documents can be sent. See number 3.
2. Applicants for whom English is not a native language are required to submit an official copy of the test results of the Test of English as a Foreign Language (TOEFL). For admission, a test score of 550 or higher (213 on the computer-based test) is required.
3. Students who are not citizens of the United States must enter the United States on a Student Visa (F-1). In order to obtain a Student Visa, student must have an I-20 form issued by Saint Michael's College.

Student Status

Graduate students are classified in one of the categories listed below.

1. An auditor is a student who receives no credit, but must complete the normal registration procedures. Fees are reduced for auditors. (May include degree and non-degree students)
2. An unclassified student or non-degree student is one who is registered for credit, but is not formally admitted to a degree program.
3. A special student is tentatively admitted to a degree program but still fulfilling early course or area requirements and not yet admitted as a full candidate.
4. A degree student is no longer an unclassified student but has been formally admitted to a program of study through the application process.

5. A certificate student is admitted on either a pre-degree or post-degree level. Information on the certificate programs is available in the program area descriptions.

ACADEMIC POLICIES

Student Responsibility

It is the responsibility of each student to take the initiative to plan his/her program and to meet all requirements in accordance with the Graduate Catalogue and the specific requirements of each program.

Advising

Students are encouraged to meet with the program director or academic advisor for advice and assistance in designing programs of study and in understanding program requirements.

General Academic Requirements

Requirements for graduation are measured in terms of semester credit hours. Students spend approximately two to three hours in preparation for each hour of class time. A full-time graduate student is one who carries a minimum of nine (9) or more credits in the fall and spring semesters, and six (6) or more credits in the summer session. Special permission from the graduate program director is necessary to carry a load of more than nine (9) credits in the fall, spring, or summer semester. Students must apply for admission and be accepted prior to or upon completion of six (6) credit hours or risk not having additional credits applied toward the degree.

Registration

Registration procedures are outlined in the class schedule sent to students by mail each semester. Students may wish to meet with the appropriate program director or faculty advisor before registering for courses. All course changes, withdrawals, special arrangements and program termination must be approved by the appropriate program director. Payment in full, or approved deferment arrangement, must be made prior to the first class meeting. Registration will be cancelled for students not satisfying these obligations. Students will not graduate, receive grades or transcripts of records until all financial obligations are met.

Course Additions

A student adding courses must do so before three (3) class hours in the course have passed. To add a class after initial registration, students may need permission of the program director, and must complete the registration process before attending class.

Course Withdrawals

Any student may withdraw from a class up until the end of the drop/add period (normally three class hours) and no notation for that course will be made on the permanent record/transcript. After that time, students may withdraw from courses up until the mid point of the course and a grade of "WD" will be assigned, but is not computed in the student's average. Graduate students must obtain a drop form from their academic advisor. The advisor will sign the form, notify the instructor, and forward the form to the Registrar.

After the mid point of the course, undergraduate students withdrawing from a course need to consult with the course instructor and academic advisor. They may receive an "I," incomplete, which must be made up within six weeks of the beginning of the semester following the assignment of the notation, or a "WF," withdrawn failing, dependent upon the quality of work completed. "WF" grades do enter into the grade point average (same as "F" - 0.0 grade points).

After the mid point of the course, graduate students withdrawing from a course also need to consult with the course instructor and academic advisor and will receive a grade of "WP," withdrawn passing, or "WF," withdrawn failing, dependent upon the quality of work completed. "WF" grades do enter into the grade point average (same as "F," 0.0 grade points). Two "WF" grades may result in dismissal from the program.

Tuition refunds are based upon the date on which the Registrar's Office is notified of the withdrawal. (The tuition refund schedule is noted in the semester schedules.) Unofficial drops or withdrawals, or those received after the last class, will result in a failing grade for the course.

The College does not automatically drop students or assign "WD" grades to students who register for a course and then choose not to attend. Formal notification must be given to the Registrar's Office.

Withdrawal From Degree Program

A student must notify the program director in writing of his/her intent to withdraw from a degree program. In year-round programs, if a student does not register for a period of more than one academic year, and does not notify the program director in writing, it will be assumed that the student has withdrawn. It will be necessary to apply for reactivation, and in some cases to reapply to the program if the student wishes to resume the graduate program. The student may be subject to catalogue changes.

Attendance at Classes

Regular attendance at all classes is essential. Each student is expected not to be absent without good cause. Each program or instructor may set criteria for attendance and excessive absence.

Grade Reports, Transcripts and Academic Records

Grade reports are issued at the end of each term by the Registrar's Office and are mailed to the student at his/her residence.

Official transcripts of a student's complete record may be requested in writing by the student from the Registrar's Office. A transcript charge of \$2.00 per copy is requested.

The College reserves the right to withhold grade reports or transcripts if the student has unmet financial obligations to the College.

The academic records of students are in the custody of the Director of the Student Information Center/Registrar. These records are considered confidential and are managed generally according to the guide developed by the Committee on Records Management and Transcript Adequacy of the American Association of Collegiate Registrars and Admission Officers. Transcripts of a student's work are usually released only at the request of the student. Academic information released concerning the students otherwise is generally limited to date of birth, dates of enrollment at Saint Michael's College and degrees earned here, home and local addresses, and verification of signature. The College adheres to both the spirit and the letter of The Family Educational Rights and Privacy Act of 1974.

Professional Ethics and Academic Honesty

Graduate students are expected to adhere to high standards of professional responsibility, conduct and integrity in all areas of graduate study, whether academic or otherwise. Copies of the College's "Academic Integrity Policy" are available in the office of the Associate Dean of the College.

EDUCATIONAL FEES AND EXPENSES

Among the considerations in a college decision will be how much one is able to pay for the type of education desired. In making the decision, the quality of an academic program, the size and location of an institution, the degree of personal attention given to the students and the goals and objectives of the college should be weighed carefully.

Saint Michael's Graduate Programs publishes all fees and expenses in the course schedules which are published each semester. Please call the the respective graduate program to receive a course schedule.

GRADUATE GRADING SYSTEM

In the graduate programs, grades are reported and recorded by letters that have numerical equivalents and the following grade point values:

Grade	Numerical		Qualitative
Equivalent	Equivalent	Qualitative Equivalent	Point
A	96-100	Above aver. grad.-level work	4.0
A-	90-95	Above aver. grad.-level work	3.7
B+	85-89	Above aver. grad.-level work	3.3
B	80-84	Average grad.-level work	3.0
B-	75-79	Average grad.-level work	2.7
C	70-74	Below aver. grad.-level work	2.0
F	0-69	Failure	0.0
WD		Withdrew	0.0

The cumulative grade point average (CUM GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based upon course work at Saint Michael's College.

A "B" or 3.0 average must be maintained to continue work in a graduate program and to receive a master's degree or certificate. Students whose grade point average falls below 3.0 will be subject to review by the Graduate Academic Review Board. The Review Board will determine whether or not the student will be allowed to continue in the program.

Only two (2) "C" grades are allowed.

Incomplete Grades

A grade of "I" (Incomplete) is assigned only in the case of a student who, for illness or circumstances beyond his/her control, has missed a final examination or major assignment. A student must gain approval from the program director and course instructor and submit a signed form to the Registrar. If an "I" grade is not made up within six weeks of the beginning of the semester following the assignment of the notation (not counting summer session) an "F" grade is assigned.

Extensions

A grade of "XT" (Extended for Thesis Work) is given at the end of the semester to a student enrolled in a thesis course when work on the thesis will continue in the following semester. In addition to the semester following enrollment in the course, the student and the instructor may request that the "XT" be continued for one more semester, after which, if the thesis is not completed, a grade of "F" is assigned. The student will be charged the equivalent of one credit for each semester the "XT" grade is carried. Please see the program director for requesting thesis extensions.

Audit

A graduate student may audit a course with the approval of the instructor and program director. The student receives no credit or grade and does not complete assignments or take examinations. The student may not claim credit at a later date. The charges for auditing are listed in the course schedule with tuition fees.

Academic Disqualification

Graduate students will be academically disqualified and not permitted to continue their graduate studies if a third "C" or an "F" is earned.

TRANSFER OF CREDIT

Students may request the transfer of credits for graduate study completed at another accredited institution. With the approval of the program director, a maximum of six (6) graduate credits may be accepted.

The only course credits considered for transfer will be those that are applicable to the student's program in which a grade of "B" or better was attained and which were completed within five (5) years of the application for transfer. Credits that have been applied to complete a degree are not transferable. Transfer credits will be recorded

only after completion of at least twelve (12) credits, or upon the granting of Candidacy. Students will be charged \$5.00 per credit for requested transfer credits.

MODIFICATION OR WAIVER OF REQUIREMENTS

Students who wish waiver or modification of a course or academic requirement must gain the approval of the program director. Waiving a course does not grant credit, but means that the student does not have to enroll in the course and may substitute an elective course if needed. Students should review individual program requirements and policies.

SPECIAL ARRANGEMENTS

The courses Independent Study, Directed Readings, Practicum or Internship are special areas of graduate study provided for matriculated students to undertake a project, study or reading effort in an area usually not covered through any existing courses in the regular curriculum. Students must meet with the appropriate program director for planning and approval before registering for one of these special arrangements.

TIME LIMIT

There is a seven (7) year Statute of Limitations requirement. The student must complete the Master's degree program within seven (7) years from the start of the first semester of course work. Certificate programs may have different requirements, and students should consult individual program information. Only under special circumstances may students petition for an extension.

FULL TIME STATUS

A full-time graduate student is one who carries a minimum of nine (9) or more credits in the fall and spring semesters, and six (6) or more credits in the summer session. Special permission from the graduate program director is necessary to carry a load of more than nine (9) credits in the fall, spring, or summer semester. Students must apply for admission and be accepted prior to or upon completion of six credit hours or risk not having additional credits applied toward the degree.

CONTINUOUS ENROLLMENT

Part-time graduate studies are encouraged; however, once admitted into a degree or certificate program, it is important that the student show regular and continuous progress toward the degree (or certificate). In general, this is taken to mean not less than six (6) graduate credits in a given academic year, fall/spring/summer, though individual programs may have their own criteria.

Students who do not enroll continuously should meet with the program director prior to subsequent enrollments to determine if changes in the program have occurred. Students who do not enroll continuously may be subject to new program requirements and a review of course recency and transfer credit.

COMPLETION OF A DEGREE PROGRAM

A student is eligible to graduate upon completion of all degree requirements (refer to individual program areas) and with an overall 3.0 grade point average.

Students may graduate at any one of four times during the year: May, June, August or December. Graduation ceremonies are held once each year in May. Students who complete degree requirements in June, August or December are invited to participate in ceremonies the following May. Upon completion of all degree requirements, students are sent an unofficial copy of their transcript. This normally is sent within one month after the semester ends. Diplomas are usually available within eight to twelve weeks after the end of the semester.

At the beginning of the academic year in which a candidate plans to complete a master's degree program, s/he should:

1. Meet with the program director to review course-work and student file to date, and to review requirements remaining for completion of the degree; and
2. Submit an "Intent to Graduate" form to the Registrar's Office, indicating intended graduation date. The deadlines for filing this form are:

August graduation: deadline is July 1

December graduation: deadline is November 1

May graduation*: deadline is February 1

June graduation: deadline is May 15

* Ceremony conducted

GRADUATE FINANCIAL AID

Saint Michael's College gives all students an equal opportunity for financial aid, regardless of race, color, religion, age, sex, national or ethnic origin, or handicap.

While Saint Michael's College subscribes to the philosophy that the primary responsibility of meeting costs of continuing an education rests with the students, it also realizes that there are students who do not have available means.

Financial Aid consisting of grants, loans, and work at Saint Michael's College is offered on the basis of financial need. Some of the factors that are taken into consideration in determining the student's financial strength are: income, assets, number of dependents, other educational expenses, debt, retirement needs and unusual circumstances.

All aid recipients must apply for financial aid each year. As student circumstances and/or availability of funding change, so may the amount of distribution of financial aid. There are three types of graduate financial aid at Saint Michael's:

- (1) Grants - funds which do not have to be repaid;
- (2) Loans - money borrowed which must be repaid, at a lower interest rate;
- (3) Workstudy - funds which the student earns.

In order to receive/retain college grants and federal loans, and workstudy, the graduate recipient must have at least a "B" average or its equivalent, or academic requirements consistent with the requirements for graduation, as determined by Saint Michael's College. A graduate student must also be enrolled at least 1/2 time per semester; i.e. 6 credits, to be considered for these aid programs.

GRANTS

Saint Michael's College Graduate Grants

Graduate grants are offered to students who are in good academic standing and have financial need as determined by the financial aid administrator. Amounts vary depending on need. Graduate Financial Aid Applications are available in the Financial Aid Office, Klein Building. Students must also submit a signed copy of their Federal Income Tax Return to the Financial Aid Office and complete a Free Application for Federal Student Aid (FAFSA).

Graduate Assistantships

Graduate assistantships provide a limited stipend for service to an academic or administrative department. Typically, an assistant's responsibility may include carrying out research for a professor or administrator, editing, assisting in instruction or administrative duties, producing written reports or documents, or carrying out other appropriate duties as assigned by a professor or administrator. Normally, a graduate assistantship will consist on the average of fifteen to twenty hours of work per week. Tuition reimbursement is normally provided to the recipient for up to 9 credits of course-work each semester.

An applicant for a graduate assistantship must meet all admission requirements for the graduate program one plans to pursue. Additionally, assistants should present exemplary personal and professional records. For some assistantships, evidence of special skills may be required. To apply for a graduate assistantship, persons should:

- a. Submit all materials for admission to the graduate program;
- b. Submit letter of application for the Assistantship to Program Director;
- c. Interview with personnel of the program in which the assistantship is proposed.

LOANS

Federal Perkins Loan Program

The Perkins Loan is an important financial aid resource available to graduate students based on financial need. The federal government pays the interest while the student is enrolled at least half-time. Repayment begins nine months after graduation or when a student ceases to be enrolled at least half-time. The Perkins Loan bears interest at five percent per year on the unpaid balance. Eligibility for the Perkins Loan is determined by the aid administrator.

Federal Stafford Loan Program (subsidized)

A Stafford Loan is a low interest loan made to a student borrower by a bank or credit union. The interest rate is variable capped so it will not exceed 8.25%. Loans for new Stafford borrowers with academic periods beginning on or after July 1, 1988 will be subject to different interest rates. Graduate students may borrow up to a maximum of \$8,500 per year depending on financial need as determined by the Financial Aid Administrator. Students applying for the loan must file a Free Application for Federal Student Aid (FAFSA), which is available in the Financial Aid Office, to establish eligibility for the loan. Students must also submit to the

Financial Aid Office a signed copy of their Federal Income Tax Return. In some cases, the amount of a student's need may limit the size of the loan. Interest is paid by the federal government while the student is attending college full-time (half-time if you are a new borrower) and the principal is deferred while the student remains in school. Students should contact their lender or state higher education agency for applications and deferment information.

Federal Stafford Loan Program (unsubsidized)

The Higher Education Amendments of 1992 established an unsubsidized Federal Stafford Loan Program that takes effect for periods of enrollment beginning on or after October 1, 1992.

The terms and conditions of the subsidized Federal Stafford Loan are similar to those of the subsidized Federal Stafford Loan (see the Vermont Stafford Loan Application and Promissory Note) with one major difference: an unsubsidized Federal Stafford Loan does not qualify for Federal interest subsidy. The student is responsible for the payment of all interest that accrues on the loan from the date of disbursement. Payment of principal is not required during your in-school, grace or authorized deferment periods.

Note: Most federal, state, and college aid for post-secondary education is available primarily to undergraduate students. Graduate students often need to look outside of traditional sources to foundations, special grants, employer education funds, etc., to find financial assistance.

Publications

The following publications are available at many libraries. We recommend that you take the time to look into them:

Financial Aids for Higher Education. Oreon Keeslar, Editor. William C. Brown Company, Publishers, Dubuque, Iowa.

Need a Lift? Published by The American Legion Education and Scholarship program Americanism and Children & Youth Division, Indianapolis, Indiana 46206.

Chronicle Student Aid Manual. Published by Chronicle Guidance Publications, Inc., Moravia, New York 13118.

Don't Miss Out - The Ambitious Student's Guide to Scholarships & Loans. Robert Leider, Octameron Associates, P. O. Box 3937, Alexandria, Virginia 22302.

A Selected List of Major Fellowship Opportunities and Aid to Advanced Education for U. S. Citizens. National Science Foundation, Publications, Room 234, 1800 G Street N.W., Washington, DC 20550.

Paying for Your Education: A Guide for Adult Learners. College Board Publication Orders, Department C-88, Box 3815, Princeton, New Jersey 08541.

Directory of Financial Aids for Women. Gail Ann Schlachter. 1978. Available from Reference Service Press, 9023 Alcott Street, Suite 201, Los Angeles, California 90036.

Women and Fellowships. Judith Nies. 1979. Available from Women's Equity Action League, 805 15th Street, N.W., Suite 822, Washington, DC 20005.

Also: *The College Blue Book: Scholarships, Fellowships and Grants*

Graduate and Professional School Opportunities for Minority Students

The Foundation Directory

The Grant Register

Handbook of Aid to Higher Education by Corporations, Major Foundations, and the Federal Government.

Web Site: www.fastweb.com Free scholarship search and more.

ADMINISTRATION AND MANAGEMENT

HISTORY AND PHILOSOPHY

Graduate programs in Administration and Management at Saint Michael's College include a 37- to 43-credit Master of Science in Administration degree (M.S.A.) and an 18-credit post-Master's Certificate of Advanced Management Study (C.A.M.S.). The M.S.A. degree was established in 1979 and currently enrolls approximately 300 students from a variety of backgrounds in private, public, and nonprofit organizations. The C.A.M.S. was established in 1985 and is enjoying popularity with students interested in pursuing their education beyond the Master's degree, although not necessarily in a doctoral program.

Both programs are unique in their blend of traditional approaches that characterize M.B.A. or M.P.A. degrees. The programs enable students to bring together fundamental concerns of both business management and public administration. The integration of the social and management sciences exposes the student to the complex issues of administration and management in the nonprofit, public, and private sectors.

The curriculum is theory-based but course work is complemented by the student's ongoing work experience, upon which many class projects are based. The student body is diverse, and most students have considerable full-time work experience. This encourages a practical orientation throughout much of the program. Faculty are drawn from various disciplines and work settings. Designed specifically for working professionals, classes are scheduled on evenings and weekends or in intensive summer sessions.

OBJECTIVES

The Saint Michael's graduate programs in Administration seek to fulfill the mission of the College through a concentrated study of the nature, function, societal and ethical role of organizations. The programs emphasize that administration is both an art and a science. Administrators and managers need a multitude of skills and abilities to be effective. It is the goal of our graduate management programs to prepare students to make sound decisions in business, government, and other service organizations influenced by diverse attitudes, values, philosophies, and environments.

Graduate administration students at Saint Michael's College are provided an opportunity to develop necessary administrative and management skills through course work and through the activities and assignments in the courses. In the context of class assignments, the students should demonstrate an ability to:

- Research, write, present, and defend reports on issues in administration and management;
- Present administrative topics to diverse audiences using effective delivery skills and use of appropriate visual aids;
- Show proficient application of information technology;
- Examine the theory and application of various models to support management decision making;

- Analyze the structure, leadership style, group processes and power relationships of given organizations;
- Select and apply appropriate and workable management techniques to cases or current situations;
- Understand how external factors, such as the global economy, international politics, sociological, technological, and ecological trends impact an organization;
- Synthesize the theories and applications learned throughout the student's experiences in a comprehensive evaluation of a current situation;
- Use effective interpersonal communication skills;
- Consider ethical issues in their cultural context; and
- Understand and appreciate diversity.

MASTER OF SCIENCE IN ADMINISTRATION (M.S.A)

M.S.A. ADMISSION PROCEDURE AND REQUIREMENTS

Students must submit the following for admission into the M.S.A. program:

1. An admissions application;
2. An official bachelor's degree transcript from an accredited institution, normally with a minimum B- (2.8) G.P.A. This should be sent directly to Saint Michael's College Graduate Programs.
3. An indication of full-time relevant work experience: usually at least three years;
4. Two letters of recommendation indicating evidence of academic and/or professional competence. Submit the two names for reference with your application, and Saint Michael's will send out reference forms;
5. A résumé;
6. A single page essay describing your educational and career background and reasons for acquiring an M.S.A. The essay should also include four to seven personal, specific goals which will be achieved as a result of matriculation in the program;
7. A TOEFL score of 550 or higher (213 on the computer-based test) for all applicants whose native language is not English; and
8. An application fee.

While Saint Michael's College periodically notifies applicants regarding the completeness of their files, it is the applicant's responsibility to ensure that all necessary documents are received.

M.S.A. DEGREE REQUIREMENTS

The M.S.A. program requires the successful completion of a minimum of 37 credits or a maximum of 43 credits of course work with a grade point average of 3.0 or higher. It is the student's responsibility to meet all of the degree requirements and

follow the policies governing the M.S.A. program. The degree is granted upon the student successfully completing the following degree requirements:

1. **Qualifying Courses**

Students must take or have previously taken the following five courses at an accredited graduate or undergraduate institution or successfully complete an assessment in the following five courses:

GSA 491	Applying the Behavioral Sciences to Management
GSA 492	Application of Economic Theory
GSA 494	Accounting for Managers
GSA 495	Marketing Management
GSA 496	Business Quantitative Tools and Statistics

The qualifying course requirements of Economics, Accounting, Management and Marketing may be waived by applying for Advanced Standing in any of these four courses in recognition of previous graduate or undergraduate course work completed with a minimum of B- (2.8), not older than five years at the time of application. Advanced Standing may also be granted if a student demonstrates competency by successfully completing a relevant CLEP Subject Examination. Only College-Level Examination Program (CLEP) scores comparable to a B- (2.8), not older than five years, may be used for Advanced Standing. Business Quantitative Tools and Statistics may be taken or waived based upon successful completion of a skills assessment. (See further information on this under #4 Candidacy Requirements section.)

If possible, the qualifying courses should be taken as beginning courses in the M.S.A. Students who waive two (2), three (3), four (4), or five (5) qualifying courses must still complete 37 credits to graduate, but may take the credits in elective courses. If a student waives one qualifying course, that student's degree requirements are for 40 credits; and if no qualifying courses are waived, 43 credits are required for the M.S.A.

2. **Core Courses** - Students must complete the following 13 credits:

GSA 511	Managerial Presentations (2cr.)
GSA 513	Financial Management I
GSA 515	Effective Written Communication (2cr.)
GSA 595	Leadership Seminar I
GSA 596	Leadership Seminar II

GSA 511 Managerial Presentations and GSA 515 Effective Written Communication should be taken near the beginning of the M.S.A. program. GSA 595 and GSA 596 Leadership Seminar I & II are designed to be taken as capstone courses at the end of the program.

3. **Elective Courses**

Students must complete a minimum of five (5) 3 credit electives, or as many courses as necessary to complete the degree requirements of 37 to 43 credits. It is recommended, but not required, that nine (9) credits be taken in one of the areas of specialization toward the M.S.A., with an additional six (6) credits taken

outside the selected area of specialization. Current areas of specialization include: Organizational Behavior/Management, Planning & Control, Human Resource Management, International Management, Marketing, Management Information Systems, and Nonprofit Management. Please note that areas of specialization represent a concentration and will not appear on the student's degree. Elective courses by area of specialization are:

(Courses are three (3) credits unless otherwise indicated)

Organizational Behavior/Management

GSA 517	Implementing Teams in the Workplace
GSA 520	Topics in Organizational Behavior
GSA 521	Change and Innovation in Organizations
GSA 522	Power and Politics in Organizations
GSA 523	Interpersonal Communication
GSA 525	The Future of Management
GSA 526	Entrepreneurship and Innovation
GSA 527	Legal Issues in Administration
GSA 528	Executive Decision Making
GSA 529	Managing Conflict in Organizations
GSA 540	Total Quality Management
GSA 542	Business and Nonprofit Organizations: A Comparative Analysis
GSA 545	Management and Ethics
GSA 546	Comparative Management and International Business
GSA 547	The New Business Paradigm
GSA 549	The Learning Organization
GSA 597	Organizational Policy
GSA 598	Thesis Seminar
GSA 635	Women in Leadership (1cr.)
GSA 641	Team Development (1cr.)

Planning and Control

GSA 532	Computers for Managers: The Information Toolbox
GSA 533	Strategic Management
GSA 534	Financial Management II
GSA 535	Production and Operations Management
GSA 536	Investment Analysis and Portfolio Management
GSA 537	Planning and Control Systems
GSA 538	Systems Thinking: A Management Perspective
GSA 540	Total Quality Management
GSA 549	The Learning Organization
GSA 603	Data Communications and Computer Networks (1cr.)
GSA 617	Preparing a Small Business Plan (1cr.)

Human Resource Management

GSA 527	Legal Issues in Administration
GSA 551	Human Resource Management
GSA 552	Labor Management Relations

GSA 554	Professional Effectiveness
GSA 556	Benefits
GSA 633	Multiculturalism in the Workplace (1cr.)
GSA 650	Conflict Resolution (1cr.)

International Management

GSA 546	Comparative Management and International Business
GSA 559	International Finance
GSA 561	International Marketing
* GSL courses with Director's approval	

Marketing

GSA 561	International Marketing
GSA 562	Sales and Sales Management
GSA 563	Sales Promotion and Advertising
GSA 564	New Product Development
GSA 626	Marketing for Nonprofit Organizations (1 cr.)

Management Information Systems

GSA 532	Computers for Managers: The Information Toolbox
GSA 541	Managing Information Systems
GSA 550	Digital Futures
GSA 604	The Internet (1 cr.)
GSA 624	Multimedia (1 cr.)
*GED courses with Director's approval	

Nonprofit Management

GSA 540	Total Quality Management
GSA 542	Business and Nonprofit Organizations: A Comparative Analysis
GSA 551	Human Resource Management
GSA 605	The Nonprofit Organization (1cr.)
GSA 606	Volunteer Management (1cr.)
GSA 607	Issues in Nonprofit Management Seminar (1cr.)
GSA 609	Financial Management Issues for Nonprofits (1cr.)
GSA 626	Marketing for Nonprofit Organizations (1cr.)
GSA 628	Strategic Planning for Nonprofits (1cr.)
GSA 629	Public Policy and the Nonprofit Sector (1cr.)
GSA 640	The Nonprofit Board (1cr.)
GSA 641	Team Development (1cr.)
GSA 681	Resource Planning and Grant Writing (1cr.)

Often new electives are offered under GSA 591 Special Topics. Some electives are offered every other year depending on enrollments. You may check with the Director or Assistant Director about the specific schedule.

Up to six (6) transfer credits from another accredited graduate institution with a "B" grade or better and not older than five (5) years old may be used as elective

credits. Students may take up to six (6) elective credits in the Saint Michael's College Masters' programs in Education, Clinical Psychology, Teaching English as a Second Language, or Theology. See the course descriptions and prerequisites for the courses in each program. A total of three (3) 1-credit electives (600 course number series) may be taken to equal one (1) 3-credit course. Unless a student chooses the Nonprofit Management area of specialization, no more than three (3) 1- credit electives may be taken for the degree.

4. Candidacy Requirements

In order to develop students to their fullest potential in an academic setting and in their work and community organizations, students must show proficiency in writing and quantitative skills to achieve candidacy. After admission to the M.S.A. program, but prior to the completion of twelve (12) credits, students must complete the candidacy requirements and apply for candidacy. The Candidacy requirements include the following:

- a. Students may show proficiency in writing by satisfactorily completing:
 - the skills assessment in writing as part of GSA 515 Effective Written Communication; or
 - the non-credit writing workshop offered by Saint Michael's College; or
 - a writing course at another accredited institution with prior approval by the program Director.
- b. Students may show proficiency in quantitative skills by satisfactorily completing:
 - a skills assessment in Business Quantitative Tools and Statistics; or
 - GSA 496 Business Quantitative Tools and Statistics.
The quantitative skills assessment should be scheduled with the program Director.
- c. Students must submit personal goals from Section A of the Portfolio Requirement along with evidence of progress made on their portfolio to date.

5. Portfolio Requirement

Each student must prepare a portfolio to indicate how the student achieved their personal learning goals while acquiring the degree and the program's objectives. Students should begin the portfolio at the start of their program and must have it completed and approved prior to graduation. Portfolio development workshops are held annually. Students are encouraged to attend a workshop early in the program.

Portfolio Development: The purpose of the portfolio is to provide students an opportunity to present a record of accomplishment of personal and program goals. The following are sections that must be included in the completed portfolio:

- a. In this section, personal goals should be articulated followed by statements

- of how these goals were achieved. Evidence of achievement includes courses taken and application of theories to the work setting. These statements should be both descriptive and reflective. Papers, reports, video presentations and case analyses should be included in appendices.
- b. Evidence demonstrating the achievement of the goals of the M.S.A. should be presented in this section. Students should demonstrate an ability to:
 - Research, write, present, and defend reports on issues in administration and management;
 - Present administrative topics to diverse audiences using effective delivery skills and use of appropriate visual aids;
 - Show proficient application of information technology;
 - Examine the theory and application of various models to support management decision making;
 - Analyze the structure, leadership style, group processes and power relationships of given organizations;
 - Select and apply appropriate and workable management techniques to cases or current situations;
 - Understand how external factors, such as the global economy, international politics, sociological, technological, and ecological trends impact an organization;
 - Synthesize the theories and applications learned throughout the student's experiences in a comprehensive evaluation of a current situation;
 - Use effective interpersonal communication skills;
 - Consider ethical issues in their cultural context; and
 - Understand and appreciate diversity.
 - c. In this section, the student presents a field research comprehensive paper on a topic elected by the student and approved by the faculty. The paper will be 20-25 pages in length and demonstrate research skills, writing ability and computer competence.
 - d. The student will present in this section, a team case selected by the faculty which must be individually written, but mutually presented. It must integrate the fields of business and include evidence of the ability to apply decision-making techniques and models. Evidence of computer usage must be demonstrated. Computer usage requires demonstration of spreadsheet, word processing, and data base use.
 - e. It is in this section that the student will present a self assessment of leadership style based upon instruments, feedback from Leadership Seminar instructors, and work experience. A critical analysis of individual strengths and areas in need of improvement must be included.
 - f. In this section, the student should present a summary statement of the knowledge and skills gained as a result of matriculation in the M.S.A.

Portfolio Process:

- a. Students must submit personal goals from Section A with the Candidacy form within the first 12 credits.
- b. Students must also submit a preliminary portfolio of sections A and B at the time of candidacy application.
- c. In the final semester, the portfolio must be submitted for final review and examination before a faculty committee.

M.S.A. GRADUATION REQUIREMENTS

Graduation is contingent upon successful completion of all degree requirements. A student must file an "Intent to Graduate Form," at the beginning of the semester in which the student anticipates completing all degree requirements. The form should be approved by the Director and sent directly to the Registrar's office by November 1 for December graduation, by February 1 for May graduation, and by July 1 for August graduation. A diploma fee is paid when an Intent to Graduate Form is filed.

CERTIFICATE OF ADVANCED MANAGEMENT STUDY (C.A.M.S.)

This program is designed for working professionals who have completed their Master's degree and are interested in further developing knowledge and skill areas in management and administration in private, public, and nonprofit administration.

The C.A.M.S. allows the individual the opportunity to follow a self-designed program of study and requires the successful completion of eighteen (18) credit hours or six (6) 3-credit courses in the fields of Management and Administration, drawing upon graduate-level courses offered as part of the Master of Science in Administration program. The program enjoys a practical and applied orientation led by an experienced interdisciplinary faculty team.

Individuals who have Master's degrees in the fields of Administration and Management (M.S.A.), Business Administration (M.B.A.), Public Administration (M.P.A.), Economics (M.A. or M.S.), Computer Science (M.S.), Education Administration (M.Ed.) or other related areas are invited to apply for admission to the C.A.M.S.

C.A.M.S. Admission Requirements

Students must submit the following for admission into the C.A.M.S.:

1. An admissions application;
2. An official Master's degree transcript from an accredited graduate degree program with a minimum 3.0 G.P.A. This should be sent directly to Saint Michael's Graduate Programs.
3. A one-page essay describing your educational background, personal and career goals, and reasons for applying to the C.A.M.S. program;
4. Two letters of recommendation providing evidence of professional and academic competence (recommendations are not necessary for Saint Michael's M.S.A. graduates). Submit the two names for reference with your application and the Prevel Office will send out the reference forms;
5. TOEFL score of 550 or higher (213 on the computer-based test) for all applicants whose native language is not English; and
6. An application fee.

The C.A.M.S. Admissions packet may be requested through Saint Michael's Graduate Programs. It is recommended that the student meet with the Director or Assistant Director to discuss the proposed C.A.M.S. course of study.

C.A.M.S. Admission Procedure

1. **Application** - An admissions application should be completed and forwarded to the attention of Saint Michael's Graduate Programs with

supporting documents (including names and addresses of two individuals whom the student believes will be willing to recommend him/her to the program).

2. ***Transfer of Credit*** - If an applicant has successfully completed graduate course work beyond the Master's at another institution (but the degree was not conferred), a student may request that up to six (6) credit hours be transferred toward the C.A.M.S. program. A "Transfer of Credit Form" must be completed and submitted with the application.
3. ***Individual Program of Study Form*** - The student should complete an "Individual Program of Study Form," preferably with input from the Director. Students cannot register for courses in this program until an individual program of study has been approved.

Upon completion of the required eighteen (18) credits in the C.A.M.S., students will receive a certificate of completion from Saint Michael's College.

SPECIAL NOTES

Advising - The program Director and Assistant Director serve as academic advisors for all M.S.A. and C.A.M.S. students. Students are encouraged to seek advice or assistance with questions or concerns. The Directors work with each student in planning individual programs of study upon admission and then candidacy. Students are encouraged to plan a course of study with the Directors beginning with the first course.

Student Advisory Board - Students are encouraged to participate in the program through the Student Advisory Board. The Board has been active in suggesting curriculum updates, admissions revisions and student resource needs. If a student is interested in participating, the Director should be contacted for further information.

NONPROFIT MANAGEMENT SERIES

Saint Michael's College offers a post-bachelor Nonprofit Management Series designed to meet the educational needs of nonprofit professionals who want a wider range of experience in management. To complete the series, students are required to complete a minimum of nine (9) credits within the Nonprofit Management courses, which are listed under the areas of specialization in this catalogue. At least six (6) of these nine (9) credits must be 1-credit Nonprofit Management courses. These courses may be audited or taken for graduate credit. The Nonprofit Management courses may also serve as an area of specialization for students admitted to the M.S.A. degree program. When registering for the last course in the series, a student should notify the Director. Then, upon completion of the required nine (9) credits in the Nonprofit Management series, students will receive documentation of completion from Saint Michael's College.

INFORMATION TECHNOLOGY CERTIFICATE

The Certificate in Information Technology (18 credits) is designed for professionals in public, private, and nonprofit organizations who strive to increase their knowledge and skills in information technology. This Certificate offers an opportunity for participants who want a program that will help them apply information technology to their fields.

Participants take six required credits and twelve elective credits. Courses may be taken singly or applied as part of the Information Technology Certificate. In addition, the participant may apply most of these credits towards the Graduate Programs in Education or Administration and Management. For more information on the Information Technology Certificate, please refer to the Graduate Programs in Education section of this catalogue.

Special Note: Participation in the Nonprofit Management Series or Information Technology Certificate does not constitute admission to a graduate degree program at Saint Michael's College. Applicants who wish to follow a degree program must formally apply to Saint Michael's College.

COURSE DESCRIPTIONS: ADMINISTRATION AND MANAGEMENT

(The semester the course is offered is subject to change.)

Qualifying Courses

GSA 491 Applying the Behavioral Sciences to Management 3 credits

The focus of this course is at the micro level in organizations: issues concerning individuals, interpersonal relations and groups. The primary method of learning is experiential in which we attempt to create conditions for understanding concepts through direct classroom experience and through readings and discussions. This course seeks to foster an understanding of the basic social processes and theories of management and organizational behavior and to promote a self-awareness of the student/manager as a participant in these processes. *Formerly: Management/Organizational Behavior.* (Fall)

GSA 492 Application of Economic Theory 3 credits

This course is designed to increase one's economic literacy through a study of national and international economic institutions and principles. The role of the private, public and nonprofit sector in producing the nation's output in a rapidly changing global economy is examined. Students further acquire skills in the use of economist's "tools," "analytical techniques," and how to interpret the myriad of economic indicators designed to measure economic well-being.

Formerly: Introductory Economic Theory. (Summer)

GSA 494 Accounting for Managers 3 credits

This course provides a basic understanding of financial and managerial concepts for users of accounting information. Case studies are the basis for understanding what accounting information is, what it means, and how it is used in the management of organizations. The cases lead students through basic financial statements and financial analyses, and provide the basis for class discussions regarding the use of accounting data for evaluation, planning, and control. *Formerly: Financial Accounting* (Fall)

GSA 495 Marketing Management 3 credits

This course focuses on the strategic decisions that must be made to achieve an organization's marketing objectives. Particular emphasis is placed on the elements of the marketing mix, the impact of external environmental factors on marketing mix decisions, and ethical considerations in marketing. (Spring)

GSA 496 Business Quantitative Tools and Statistics 3 credits

This course is designed as an introduction to the information in business quantitative tools and how managers use them. The information gained is intended to help students in subsequent courses. Some topics included are averages, standard deviation, sampling techniques, linear regression, probability, and managerial forecasting techniques. (Fall/Spring) *Note: Based on the results of an assessment given on the first night of class, individual students may be required to attend an additional non-credit math skills workshop. Prerequisite: College Algebra* (Fall/Spring)

Core Courses**GSA 511 Managerial Presentations 2 credits**

Effective managerial communication gets the desired results. This course is designed to enhance these managerial communication skills by learning ways to be more effective in oral expression. Students learn ways to get results through the development of a communication strategy, an audience analysis, and a credibility check. Participants will demonstrate skill in making oral presentations. Presentations are taped and critiqued. *Formerly: Managerial Communications*. (Spring/Summer)

GSA 513 Financial Management I 3 credits

This course introduces the beginning student of finance to the basic principles and practices of financial management. The emphasis is on application and theory. Five major areas will be covered: fundamental concepts, financial statements and forecasting, capital budgeting, long-term financing decisions, and working capital. Special situations in finance, i.e., mergers, bankruptcy, international finance, leasing, and small business finance, will be accessible to students in the assigned text, but are not covered in this basic course. *Prerequisite: GSA 494 Accounting for Managers or Financial Accounting or equivalent*. (Spring)

GSA 515 Effective Written Communication 2 credits

This course teaches students to communicate effectively in writing. Students learn

how using the writing process-goal setting, planning, organizing, writing, revising, editing, and finishing-clearly communicates their message and obtains the desired results. Students practice by writing a variety of technical papers including e-mail and memos. They also gain an understanding of their audience, topic sentences, sentence structure, connotation, and writing without gender bias. *Note: Based on the results of an assessment given on the second night of class, individual students may be required to attend a non-credit writing workshop. Formerly: Technical Writing (Fall/Spring)*

GSA 595 Leadership Seminar I

3 credits

This is part one of a two-part capstone course where students can synthesize and apply knowledge from a variety of MSA course offerings. The focus of the course is on the group during the first semester and on the individual during the second semester. Leadership style and abilities are assessed through a variety of inventories and through such activities as simulations, team projects, cases, lectures, and discussion. Leadership is examined from both a theoretical and personal perspective.

Prerequisite: All course work in GSA must be done or permission of Director (Fall)

GSA 596 Leadership Seminar II

3 credits

Continuation of GSA 595. During the Spring semester the focus is on the individual.

Prerequisite: GSA 595 Leadership Seminar I (Spring)

NOTE: Qualifying and Core courses are usually offered each year in the designated semester; however, electives may be offered in every-other-year sequencing.

Elective Courses

(Please refer to M.S.A. Degree Requirements #3 for a listing of electives by Area of Specialization)

GSA 517 Implementing Teams in the Workplace

3 credits

In this course participants use the team approach to study the processes involved in implementing teams in the work place. Sessions involve skill training in listening, conflict resolution, problem solving, leadership, communication and administrative skills (scheduling, cost analysis, performance appraisals) as they relate to effective team functioning. A group project/presentation and an individual project are required.

GSA 520 Topics in Organizational Behavior

3 credits

This course introduces students to the study of human behavior, attitudes and performance within an organizational setting. Students learn how individual perceptions, values and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration is followed by application exercises. *Formerly: GSA 512*

GSA 521 Change and Innovation in Organizations

3 credits

Change and Innovation prepares students to be internal and/or external change agents in organizations. Organizations can no longer be static, but must constantly adapt to new environments and customer needs. Organizational members must learn to create

and manage change. In this course students learn how to identify the changing environmental needs, identify the key players for organizational change, and how to plan, implement, and manage organizational change.

GSA 522 Power and Politics in Organizations 3 credits

This course reviews methods on how to exercise the power and influence needed to get things done through others, especially when responsibility exceeds authority. Through the use of case studies and class simulations, students begin to learn how to develop a sufficient resource of “unofficial” power to achieve goals, deal with conflict and foster creative team behavior. Finally, students learn how to avoid naiveté and cynicism, and how to deal with power in relationships without abusing it.

GSA 523 Interpersonal Communication 3 credits

This course provides students an opportunity to examine informal and formal interpersonal communication in the work environment. Topics include effective and ineffective communication patterns, models of communication, developing listening skills, perception, and responding styles. Theoretical considerations are complemented with practical applications utilizing role playing, simulations, and case analyses.

GSA 525 The Future of Management 3 credits

This course analyzes the emerging trends that will impact the “private” and “non-profit” sectors in the future. Through readings, lectures, and simulations, students become familiar with the technology, knowledge and skills that will be required of managers to work in organizations of the future. *Formerly: Future Shock: Management in the 21st Century.*

GSA 526 Entrepreneurship and Innovation 3 credits

The processes of opportunity assessment and resource management are examined in this course, as well as the entrepreneurial characteristics of founders and the required skills to successfully start and manage new ventures. Business planning and technology-based entrepreneurship and innovation receive special attention.

GSA 527 Legal Issues in Administration 3 credits

This course focuses on several areas of the law that are of interest to administrators in both the private and public sectors. Throughout the course, theoretical concepts are examined in an administrative context to enable the student to understand the processes by which law is made, interpreted and applied. A case approach is used, with attention given to rulings in agency, contract, taxation, and employment law. Some other major topics include state and federal government regulation, business organizations, individual rights and products liability.

GSA 528 Executive Decision Making 3 credits

This course is based on a series of class simulations, which provide students with the opportunity to make decisions in a variety of organizational settings. Each student practices decision-making skills that will assist them in making critical individual, group and organizational decisions.

GSA 529 Managing Conflict in Organizations 3 credits

This course introduces students to the study of human behavior, attitudes and performance within an organizational setting. Students learn how individual perceptions, values and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration is followed by application exercises.

GSA 532 Computers for Managers: The Information Toolbox 3 credits

The information age has its tools no less than the manufacturing age before it. This class introduces the programs most frequently used to retrieve, analyze, and display data on personal computers. The class consists of extensive "hands-on" sessions with evaluation based on assigned and selected projects.

GSA 533 Strategic Management 3 credits

This course reviews the major skills, trends and processes that public/private sector managers will need to prepare their organizations for the future. Strategic planning models, forecasting tools, environmental scanning, portfolio analysis and business modeling techniques are reviewed.

GSA 534 Financial Management II 3 credits

This course introduces the advanced student of finance to the theory and application of decisions required of the chief financial officer. Advanced topics of study include capital structure and the cost of capital, capital budgeting, financing techniques, leverage, mergers and acquisitions. The use of case analysis, readings, and class discussion enable the student to assume the role of the financial manager in addressing the questions and issues raised in the course. *Prerequisite: GSA 513 Financial Management I or permission of instructor*

GSA 535 Production and Operations Management 3 credits

This course introduces the intermediate student of management to the basic principles and practices of production and operations management. The emphasis is on application and theory. Five major areas are covered: Decision-Making, Forecasting, Work System Design, Facilities Planning and Design, Inventory Control and Quality Assurance. *Prerequisites: GSA 494 Financial Accounting or Accounting for Managers and GSA 496 Business Quantitative Tools and Statistics, or permission of instructor*

GSA 536 Investment Analysis and Portfolio Management 3 credits

This course provides comprehensive coverage of both fundamental investment analysis and modern portfolio theory. The students examine the organization and functions of securities markets, the modern development in investment theory, the valuation of debt and equity securities, and the latest work on two increasingly important investment instruments, options and financial futures. The material is intended to be rigorous and empirical, but advanced topics are presented without overly mathematical treatment. Students undertake a portfolio project, the result of which is submitted in written form and presented in class. *Prerequisite: GSA 513 Financial Management I or equivalent*

GSA 537 Planning and Control Systems 3 credits

This course examines the major administrative techniques that managers and planners use in managing organizations. The following techniques are employed: operational analysis, program analysis, network analysis (P.E.R.T.), program budgeting (P.P.B.S.), management information systems (M.I.S.), management by objectives (M.B.O.), and others.

GSA 538 Systems Thinking: A Management Perspective 3 credits

“Systems Thinking” is one of the most important advancements in how to think and how to effectively communicate complex organizational problems. Systems Thinking focuses management’s attention from dealing with symptoms to addressing the root causes of problems. Students will have an opportunity to use system tools to identify, analyze, and resolve problems in their organizations.

GSA 540 Total Quality Management 3 credits

This course is designed to help the students understand the basic philosophy, concepts, approaches, and tools of Total Quality Management (TQM). This is accomplished by presenting information on the three major components of TQM: Continuous Quality Improvement, Statistical Quality Control, and Strategic Quality Planning; examining how a variety of organizations have adopted TQM; and enabling the students to apply the course material by evaluating a simple process and developing recommendations for improvement.

GSA 541 Managing Information Systems 3 credits

This course presents concepts that managers need for effective use and management of information systems. Topics include basic technological and managerial aspects of system and implementation, strategic uses of information technology, and management and control of information systems.

**GSA 542 Business and Nonprofit Organizations-
A Comparative Analysis 3 credits**

This course focuses on what business can learn from nonprofits, since according to Peter Drucker, “The best management practices and most innovative methods now come from what is called the third sector.” Through a series of management simulations, students have an opportunity to compare and contrast the similarities and differences between for-profit and nonprofit organizations.

GSA 545 Management and Ethics 3 credits

This course explores the effects of personal, corporate, and societal values on decision making in the marketplace. It assists students in the development of reasoning skills for application of ethical principles to management.

GSA 546 Comparative Management and International Business 3 credits

This course focuses on management approaches and practices in different cultural settings, with the heaviest emphasis placed on Japan and selected European countries. The goal is to increase each student’s understanding of the global business environment and thereby enhance their ability to function effectively in it.

GSA 547 The New Business Paradigm 3 credits

This special topics seminar assesses how emerging paradigm shifts are restructuring the way organizations are doing business. (Paradigm shift is a distinctly new way of thinking about old problems and is usually received with coolness, mockery, and hostility.) Specifically the course analyzes these paradigm shifts and assesses their impact on Organizational Behavior.

GSA 549 The Learning Organization 3 credits

To ensure the survival of organizations, managers must be able to learn from their environment and create new strategies that capitalize on their knowledge. This course reviews 6 disciplines (Personal Mastery, Mental Models, Shared Visions, Team Learning, Systems Thinking and Creativity) that form the foundation of the learning organization. Through a balance blend of theory and applications, students obtain the tools to “navigate the psychological frontiers” of the learning organization.

GSA 550 Digital Futures 3 credits

Almost all information can be converted into a digital form. This technology is exerting major changes in telecommunications, healthcare, education, and other knowledge based industries. No one can predict the future, yet billions of dollars are riding on the outcome. This course explores the implications of these digital futures by covering technical, business, social, legal, and ethical implications of this new world. In addition to class discussions and assigned readings, students will research and report on topics of interest.

GSA 551 Human Resource Management 3 credits

This course is designed to cover a broad spectrum of human resource management areas: job design and analysis, human resource planning, recruitment and selection, training and development, performance appraisal, wage and salary systems, health and safety, and employee and union relations. Consideration is also given to government regulations, legal requirements, and contemporary issues in human resource management.

GSA 552 Labor Management Relations 3 credits

This is a broad survey course. Topics include the history of the American Labor Movement, the development of labor law in the United States, and analysis of the techniques and strategies of collective bargaining both for management and labor in the private and public sectors. Cases and extensive classroom participation allow exploration of various methods of dispute settlement including mediation, arbitration, and negotiation.

GSA 554 Professional Effectiveness 3 credits

This course is designed to help participants develop personal and professional skills that will enhance their managerial effectiveness. Participants learn to work more effectively with others by developing a better understanding of behavioral styles; learn ways to work more effectively with difficult behavior styles; learn ways to communicate more assertively; refine listening skills; assess time-management style; learn time management techniques; learn techniques for conducting effective meetings; develop

an understanding of stress; identify signs and sources of stress; recognize stress overload; and learn stress-management techniques.

GSA 556 Benefits

3 credits

This course provides the student with an overview of the increasingly complex field of employee benefits from a human resources perspective. Topics include group health, dental, disability and life insurance, qualified retirement plans, leave policies, flexible benefit plans and social insurance programs. Current issues around a range of benefits and future directions are explored.

GSA 559 International Finance

3 credits

The student is introduced to the unique issues and opportunities facing the international financial manager. Students develop an understanding of the foreign exchange risk management, multinational funds flow mechanisms, international financial markets, foreign trade transactions and global investment management. Teaching methodology assumes application of concepts is the most effective way to learn, and therefore requires the students to make decisions regarding foreign exchange exposure positions, management of a global equity portfolio, and international finance cases as well as to keep up to date with current developments in the international financial markets. *Prerequisite: GSA 513 or permission of instructor*

GSA 561 International Marketing

3 credits

International Marketing exposes the student to the application of marketing techniques to the global marketplace. The course addresses the changing economic, social, and political variables that a firm must deal with when it begins marketing its product or service outside the United States. The course also focuses on how the various elements of the marketing mix can be adapted in response to these variables in order to penetrate foreign markets. *Prerequisite: GSA 495 Marketing Management or equivalent.*

GSA 562 Sales and Sales Management

3 credits

This course gives the student an overview of the sales function in a marketing-oriented organization. The course addresses what makes an effective sales strategy and presentation, and how the sales operation and sales people are managed within a marketing oriented organization. *Prerequisite: GSA 495 Marketing Management or equivalent.*

GSA 563 Sales Promotion and Advertising

3 credits

Sales Promotion and Advertising focuses on the management of the entire sales promotion function. The course consists of an in-depth analysis of the uses of advertising, public relations, and non-advertising promotional techniques. Through a variety of readings and case analyses students gain familiarity with the issues which organizations must deal with to attain various financial and non-financial promotional goals. The main emphasis is on selecting the most appropriate vehicles for transmitting the firm's message in order to increase sales. *Prerequisite: GSA 495 Marketing Management or equivalent.*

GSA 564 New Product Development 3 credits

This course focuses on the process of creating and marketing new products (or services). The course runs through the entire cycle of new product development, from identification of opportunities, design, testing and improvement, and introduction in the marketplace, to management of the product life cycle. *Prerequisite: GSA 495 Marketing Management or equivalent.*

GSA 570 Health Policy: Issues and Trends 3 credits

This course focuses on the application of administrative theory and practice to the health services, medical care, and public health environments including hospitals and other institutions, as well as non-institutional programs and organizations. Current health policy issues are presented and discussed. Emphasis is given to analysis and discussion of case studies. *Formerly: GSA 543 Health Policy and Administration.*

GSA 571 Ethical Issues in Health Care Management 3 credits

Ethical dilemmas are unavoidable in the workplace. This course explores a variety of management ethical issues commonly faced by people in the health care field. The course first offers a framework for resolving difficult ethical dilemmas and challenges in the workplace. Then, through additional readings and case studies focused on the health care field, participants are challenged to analyze dilemmas in light of their own experience and the material discussed earlier in the course.

GSA 572 Health Administration 3 credits

This course focuses on the complex job of the health administrator in the dynamic health care industry. Topics include quality of care, risk management, planning and forecasting, utilization management, employee and labor relations, health care marketing and management information systems.

GSA 591 Special Topics 3 credits

This course is offered on current topics when the need arises. This enables the curriculum to adapt to changes quickly.

GSA 597 Organizational Policy 3 credits

The focus of this applications-oriented seminar is the integration of the theories and skills learned at the various functional levels of an organization. The course is approached from a general management point of view and emphasizes strategy formulation and implementation in the context of the conflicting goals and interrelationships which exist among the functional areas of marketing, finance, production and human resources. Pedagogy centers on class discussion and team work and utilizes teaching methods which can include case analyses, computer simulations and group projects: therefore, additional out-of-class time is expected. *Prerequisite: Near completion of previous course work.*

GSA 598 Thesis 3 credits

The thesis is an elective choice for students who wish to do primary research on a topic of the student's choice in Administration/Management. This should be done toward the end of the G.S.A. program. Permission to enroll is granted by the Director.

Students not completing the course in one semester will receive an “XT” (Extended for Thesis Work) grade and will have the two following semesters to complete the course. The student is charged the equivalent of one credit for each semester the “XT” grade is carried. After three semesters the thesis and defense must be completed or a grade of “F” is assigned. Therefore, the student registers only when ready to write their thesis. *Prerequisites: Completion of or near completion of all previous course work. Must have an approved hypothesis or problem statement to register.*

GSA 603 Data Communications and Computer Networks 1 credit

This course introduces managers to important terms and concepts related to general computer communications. It covers a broad range of topics pertaining to this field, emphasizing conceptual understanding rather than technical details. In addition to learning definitions, participants obtain sufficient background to read communications literature, understand current trends in the technology, and realize the variety of data communications options available for their own work environment. Case studies are utilized to examine and discuss participants’ specific data communications and networking applications.

GSA 604 The Internet 1 credit

The Internet provides business and nonprofits with access to a wealth of information for business, education, leisure, and other purposes. In this course, students use commonly available Internet tools, including the File Transfer protocol (FTP), Gopher, Telnet, and the World Wide Web (WWW), to “surf” the Internet in search of information. Course discussions focus on what the Internet is, how an individual or organization gets connected to the Internet, uses of the Internet and the application of Internet technology in the workplace, with a particular emphasis on business and commercial applications.

GSA 605 The Nonprofit Organization 1 credit

This course consists of an introduction and exploration of the key aspects of nonprofit management: mission and goal setting, structure, policies, funding, and planning. The course is augmented with special topics such as: the history of nonprofit trends, concerns in the ‘90s, staff and board relationships, meeting financial and organizational needs, and working under the pressures of the nonprofit sector. It is designed to offer novice nonprofit managers a grasp of the challenges while offering experienced professionals an opportunity to delve into some provocative issues. The course includes interactive experiences and focused case studies.

GSA 606 Volunteer Management 1 credit

Current trends shaping our country now and into the year 2000 will significantly affect volunteer based agencies, requiring them to become more creative and open-minded in developing programs and the policies that govern them. This course helps to better position volunteer programs for the 21st century by including discussions on volunteer policy and procedures; identification of ways to utilize volunteers to develop a good volunteer-staff relationship; and the volunteer manager as change agent.

GSA 607 Issues in Nonprofit Management Seminar 1 credit

This seminar examines key issues in managing nonprofit organizations in today's rapidly changing environment. Current developments in government policy, funding streams, accountability and regulations guide discussion and problem solving sessions. The course is designed to give participants both a theoretical and practical overview of the issues and approaches to managing and leading dynamic and successful organizations.

GSA 609 Financial Management Issues for Nonprofits 1 credit

This course takes an integrated systems approach to the topic. It assumes that both internal and external needs can be met within a single financial management system. In order to accomplish this, those who provide the input to the system, and direct the output from the system must understand the basic workings of the entire system. They must also participate in the ongoing development and maintenance of the system. The goal of this course is to provide the participant with the knowledge and tools to fully participate in the development, maintenance and use of an effective accounting/financial management system within a nonprofit organization.

GSA 617 Preparing a Small Business Plan 1 credit

To achieve best results, a small business manager must understand the significance of planning in developing a small business. Planning reduces the risk of failure, permits development of growth objectives, and establishes a timetable for pulling together the major areas of responsibility in small business management including production, marketing, finance, personal, and legal requirements. This seminar focuses on the small business planning process.

GSA 624 Multimedia 1 credit

Multimedia technology focuses on the development of visual presentations and learning tools which incorporate text, video, sound and slides. In this course, students are introduced to multimedia technologies including: PowerPoint, computer projection devices, and CD-ROM software. Discussion and application focus on the effective use of multimedia in business presentations.

GSA 626 Marketing for Nonprofit Organizations 1 credit

This course focuses on applying marketing concepts in a nonprofit setting. Designed for those actively involved in administration and service delivery, this course enables students to identify and begin work on marketing challenges facing their organizations. Key topics include: knowing customers, publics, and competition; developing marketing strategies to meet long-term goals; communications and public relations; attracting resources; and introducing marketing into the organization.

GSA 628 Strategic Planning For Nonprofits 1 credit

This course is designed for the nonprofit professional who has never participated in a long-range planning process or who is interested in a review of the process. It is an excellent opportunity to kick off a planning process for your organization or to

provide training and support to those responsible for training. The course explains the decisions and processes that enable a nonprofit to define and grow into its ideal state. Topics include planning and organizational conflict; establishing the nonprofit's "bottom-line"; and program strategies versus organizational strategies.

GSA 629 Public Policy and the Nonprofit Sector 1 credit

In this course students examine the interrelationship between the nonprofit and the public sectors regarding areas such as policy, funding and regulations. The course addresses the process of public policy, financing and the people who make public policy work. Included is a panel presentation by people skilled in shaping policy.

GSA 633 Multiculturalism in the Workplace 1 credit

Traditional management methods and models of organization behavior often assume an homogenous white male workforce. However, dramatic and permanent changes are occurring within American organizations. This course explores the ideals and realities of multiculturalism in the workplace. Major areas of focus include equal opportunity laws and non-discrimination regulations, the leadership skills required to manage a diverse workplace effectively and to help employees reach full potential, and ways managers can create a work environment which capitalizes on the creativity and richness that diversity offers.

GSA 635 Women in Leadership 1 credit

People in leadership roles need to develop the same leadership skills. However, women face unique challenges based on the socialization process. This course is designed to assist participants in developing a better understanding of these challenges. Discussions include: the socialization process; historical perspectives; gender stereotypes; role constraints; collusion; risk taking; competition and collaboration; empowerment. The course assists participants in cultivating the qualities and competencies that will enhance their leadership roles within organizations.

GSA 640 The Nonprofit Board 1 credit

This course looks at the unique contribution a board makes to a nonprofit organization and what is needed to ensure its success. The class explores the structure, composition, and functions of a board; discussions include the difference between board and staff roles. Through this course, students determine what it takes to build a better board.

GSA 641 Team Development 1 credit

This course is designed to help participants develop their own effectiveness as a team member/leader by developing an understanding of the components of team development. Each participant has the opportunity to identify their own style by taking the DISC Behavior Style Inventory. They develop an understanding of other styles, learn ways to work more effectively with different styles, and learn ways to cover a team's blind spot, discuss ways to identify team strengths and weaknesses, identify ways to develop team commitment, increase recognition and cooperation, and manage and resolve conflicts. This course is experiential and highly interactive.

GSA 650 Conflict Resolution 1 credit

This course focuses on conflict resolution in the workplace. Students examine sources of conflict, communication styles, problem solving skills, opportunities that conflict presents, and responses to conflict. Students gain an understanding of behaviors in conflict and apply a number of methods for addressing conflict including negotiation and mediation.

GSA 681 Resource Planning and Grant Writing 1 credit

This course includes real planning, analysis and practice in the fundraising skills industry: letter writing, solicitation, grants research, and proposal planning, business fundraising techniques, and overall resource planning. Students work on examples from their workplace or volunteer assignment. The concentration is on group work, interactive exercises and critiques. *Formerly: Grant Writing*

GSA 686 Independent Study 1 to 3 credits**GSA 687 Directed Readings 1 to 3 credits**

These options are provided for matriculated students to undertake a study, project or readings effort in an area not covered through any existing courses in the regular curriculum. Students may request a faculty member with whom they have taken a course to advise them during the Independent Study or Directed Readings. With the advisor, students must complete an Independent Study or Directed Readings proposal form that outlines the course purpose, objectives, topics, evaluation mechanisms and outside source material. The form must be signed by both student and advisor and submitted to the Director for approval prior to beginning work. The Independent Study or Directed Readings should be completed in one semester and registration must be completed by the third week of the semester.

GSA 600 Series 1 credit

A student may select up to three (3) 1-credit courses to replace one (1) 3-credit elective in their M.S.A. Unless a student chooses the Nonprofit Management Area of specialization, no more than three (3) 1-credit electives will be accepted as part of the degree.

CLINICAL PSYCHOLOGY

HISTORY AND PHILOSOPHY

The Graduate Program in Clinical Psychology is focused on the preparation of students for entry level professional positions in the mental health services of hospitals, clinics, colleges, schools, and human service agencies. The program's goal is to promote the integration of theory, research, and practice in the field of clinical psychology. This means providing the student with the opportunity for the in-depth study and analysis of both the research tradition of academic psychology, and the theoretical and case study tradition of professional psychology. The program is eclectic in orientation and might be described as offering a broad psycho-social perspective in which the faculty offer a diversity of interest and views within the framework of the curriculum. Most heavily emphasized are the psychodynamic, humanistic, and socio-cultural perspectives.

Equal in importance to the content of the curriculum is the educational atmosphere of the program. The program strives to provide a milieu that respects the individual educational goals of the graduate student, and fosters intellectual, personal and professional growth. The faculty are committed to this goal, and to providing graduate education and training in a personal and non-bureaucratic learning environment. All clinical courses are taught by highly experienced clinical practitioners, while the full-time college faculty teach the core courses in experimental psychology, social psychology, and research.

All classes are held in the evening, thus permitting either full-or part-time study towards the master's degree. Many of the students accepted by the M.A. program in Clinical Psychology are returning to school after spending a number of years working in a variety of settings; however, the program also welcomes recent graduates interested in pursuing a master's degree immediately after college.

Courses are offered in the fall, spring, and summer terms. However, those wishing to pursue graduate work on a full-time basis will find it necessary to begin their studies in the fall, since most of the clinical core courses are two semesters and begin in the fall term. Graduate students in clinical psychology who have a strong interest in working in the schools with children with severe emotional disturbance may wish to pursue the Klein Certificate (available through the Graduate Program in Education in conjunction with their M.A. degree and described more fully in this section). The clinical psychology director can be consulted for the details of how this certificate can be integrated with the Master's degree in Clinical Psychology.

Since the Second World War, clinical psychology, as a profession, experienced exponential growth with roots in two traditions: scholarly investigation and public service. Our 60-credit Master of Arts degree program in Clinical Psychology follows these two fine traditions: it prepares students for entry-level professional psychology positions in the public sector or for continued study towards the doctorate at another institution. The Graduate Program in Clinical Psychology is a long-standing member of C.A.M.P.P. (Council of Applied Masters Programs in Psychology).

While the curriculum has a strong applied/practice orientation, our primary goal is to offer the student a foundation for a lifetime of learning and career development

in professional psychology. Therefore, we place a strong emphasis on basic theories of personality, development, social processes, physiological functioning, and research methodology. Even more importantly, we seek to help our students develop the ability to make informed evaluations of conflicting theoretical positions, empirical findings, and clinical observations. The program's major paper/thesis requirement is indicative of our interest in students who desire to make a creative contribution to the evolution of clinical psychology.

All clinical courses are taught by highly experienced practicing psychologists who bring to the classroom a diversity of clinical perspectives. The program does not seek to be identified with a particular "school" of psychology or theoretical orientation, but it might be characterized as broadly "psycho-social" in orientation. We offer a contemporary psychodynamic view of personality and psychotherapy grounded in humanistic values and an awareness of the impact of social systems.

OBJECTIVES

- To provide students with a solid theoretical and empirical foundation in experimental psychology.
- To provide students with a theoretical, empirical, and practical foundation in clinical assessment and intervention.
- To provide students with an understanding of the social, ethical, and professional context of clinical psychology.
- To prepare students for entry level positions in the mental health systems as professional psychologists.
- To provide students with a firm foundation for doctoral level study.

ADMISSION PROCEDURES AND REQUIREMENTS

1. A G.P.S. Admissions Application.
2. Bachelor's degree with a concentration in psychology or related discipline. For those lacking a psychology concentration, the following psychology courses are required: General Psychology, Developmental Psychology (or Child Psychology), Abnormal Psychology, Statistics or Experimental Psychology. Physiological Psychology and Social Psychology are not required but are highly recommended
3. Undergraduate G.P.A. of 3.0 or greater (and a 3.25 G.P.A. on any postgraduate courses taken).
4. Graduate Record Examination Aptitude test, as well as the subject test in psychology for those with psychology concentration. GRE's may be waived for those who completed their last degree more than five years ago.
5. Autobiographical sketch and statement of goals.
6. In evaluating students for admission to the program, we require both an academic background, showing distinction in psychology and personal experiences and attributes indicative of a likelihood of success as a professional psychologist. Here, ideally, we look for references resulting from work experiences in the human services of one sort or another, or at a minimum, evidence that the individual is effective in working with others in

a helping capacity. Caring, commitment, empathy and integrity, while difficult to measure and evaluate, are essential characteristics to look for in our students. Students from the social sciences and humanities, who have the requisite course work in psychology, are encouraged to apply.

7. Two personal references that can address the student's academic and professional potential.

DEGREE REQUIREMENTS

All classes are held in the evening, either at 5:00pm or 7:30pm on Saint Michael's College Campus. Courses meet one night per week for 2 1/2 hours, except in summer when they meet two nights per week. The degree requirements are:

1. Completion of the General Core (15 cr.)
2. Completion of the Clinical Core (21cr.)
3. Completion of the Internship & Practicum (12 cr.)
4. Completion of Research Seminar (3 cr.)
5. Satisfactory completion of a major paper, case study (3cr.) or thesis (3 cr.)
6. Total of 60 credit hours of graduate work
7. A 3.0 grade point average

OUR STUDENTS

Each year, the Graduate Program in Clinical Psychology admits a number of recent college graduates with degrees in psychology and relevant work experiences. However, the majority of those admitted are coming to graduate school in psychology after many years of post-college work experience. There is a great diversity in backgrounds-education, nursing, business, human services, homemaking. The average age of our students in this group is mid-to-late thirties. The male to female ratio is 1:2

Our students are one of the real strengths of the program. They bring to the classroom not only a solid academic preparation and an intense motivation for learning, but also the knowledge and experience of human relationships gleaned from many years of holding responsible positions beyond the classroom.

In evaluating students for admission to the program, we require both an academic background showing distinction in psychology (a minimum GPA of 3.0, 3.25 in psychology) and personal experiences and attributes indicative of a likelihood of success as a professional psychologist. Here, ideally, we look for references resulting from work experiences in the human services of one sort or another, or at a minimum, evidence that the individual is effective in working with others in a helping capacity. Caring, commitment, empathy and integrity, while difficult to measure and evaluate, are essential characteristics we look for in our students. Students from the social sciences and humanities, who have the requisite course work in psychology, are encouraged to apply.

CANDIDACY

Successful applicants should apply for Candidacy by completing the Candidacy Form. Students should file a formal plan of study upon Candidacy, where appropriate, indicating the various courses or areas of study that will constitute their degree

program. These students will be evaluated for degree candidacy upon completion of 12 credit hours of core course work. This evaluation will emphasize both the academic and personal characteristics consistent with the requirements of a professional psychologist. In the event that deficiencies are identified, students will be notified in writing and a meeting will be set with the Director to discuss the faculty's decision. Whenever possible, a plan will be developed with the student to address the difficulties. However, in some cases students may be asked to leave the program at this juncture.

KLEIN PROGRAM

The Klein Program Certificate deals with children and youth with severe emotional disturbances. Clinical psychology students who enroll in the following courses and do their internship in a school setting working with severely disturbed children or adolescents will receive the Klein certificate as well as the M.A. in Clinical Psychology.

- GED 581 Management of Emotional Behavioral Problems in the Mainstream Classroom
- GED 603 The Service Delivery System for Children with Severe Emotional Disturbances
- GED 641A or B Instruction of Students with Learning Problems
- GED 634 Consultation and Collaboration in the Schools

Interested students should consult the Graduate Catalogue, M.Ed. section for further information. The Directors of the appropriate programs should be contacted to arrange for these courses, and the Clinical Psychology Director should be consulted in choosing the courses.

NOTE: Several of the other M.A. programs at Saint Michael's College offer courses that may be of interest to Clinical Psychology students. In the M.Ed. program, courses in learning disabilities, neuropsychology, and consultation are available for those with a child or school psychology focus. In the Master of Science in Administration program, courses in public administration and accounting would be helpful for those interested in mental health administration. The Master of Arts in Theology and Pastoral Ministry Program offers courses in pastoral counseling as well as others which might be taken.

FINANCIAL AID

Students enrolled for at least 6 credits per semester are eligible for Guaranteed Student Loans. Graduate students may be eligible for College Work Study funds. There are also limited Saint Michael's College Grants available to graduate students.

The Clinical Psychology Program offers two half-time graduate assistantships a year. Responsibilities include assisting in the teaching of a General Psychology course by leading discussion sections, holding office hours and other administrative duties. Qualifications for the position are:

- Admission into the Graduate Program for the fall semester
- Psychology major or its equivalent
- Undergraduate GPA of 3.5, GRE Verbal + Math of 1100, Psychology sub-test 575

- Prior experience in tutoring undergraduates or assisting in the instruction of college level courses.

Apply by including a letter of interest in the assistantship position with your application for admission.

COURSE DESCRIPTIONS: CLINICAL PSYCHOLOGY

General Psychology Core

GPS 505 Physiological Basis of Behavior 3 credits

A broad survey of the field of psychology with an emphasis on the physiological correlation's of behavior and learning theory. *Prerequisites: Bachelor's Degree, Introduction to Psychology, Physiological Psychology or its equivalent.* (Fall)

GPS 510 Research Methods I 3 credits

This course begins with a short review of basic undergraduate statistics and research methods. The rest of the semester will include an advanced treatment of 2 and 3 way factorial designs within and between groups, analysis of variance, contract procedures, post-hoc comparisons, and trend analysis. Each class will involve both a lecture and a work session along with a limited amount of laboratory work. *Prerequisite: Bachelor's Degree and an undergraduate statistics course.* (Fall)

GPS 511 Research Methods II 3 credits

This semester builds on the information acquired in Research Methods I. The emphasis, however, will be on simple and multiple correlation and regression, factor analysis, critical path analysis and multiple analysis of variance techniques. The research designs appropriate to each of these analytical techniques will be presented in detail. The same lecture-exercise format will be used in Research Methods I. *Prerequisite: Research Methods I* (Spring)

GPS 513 Advanced Developmental Psychology 3 credits

A review of contemporary research in developmental psychology with emphasis on personality and social development. *Prerequisite: Bachelor's Degree and Developmental Psychology.* (Spring)

GPS 520 Advanced Social Psychology 3 credits

An in-depth look at selected topics from the field of social psychology. Theory and research from areas such as the self, social cognition, and social learning theory will be emphasized. *Prerequisites: Bachelor's Degree and Social Psychology or its equivalent.* (Summer)

The Clinical Core

GPS 507 and 508 Psychological Assessment I & II 4 credits/4 credits

An introduction to the construction, administration, and interpretation of psychological tests. Emphasis during the first semester will be on the assessment of intellectual functions and abilities. The second semester will cover personality assessment, objective and projective. Extensive practice in the administration of individual intelligence tests will be provided. Course includes testing skills lab 1 1/2 hour per week. *Prerequisites: Undergraduate statistics course and admission into the program or with permission of the Director.* (Fall and Spring)

GPS 515 and 516 Advanced Abnormal Psychology I & II 3 credits/3 credits

An in-depth review of Psychology, alternative diagnostic approaches, including the DSM IV, and the major categories of psychological disturbance with a special emphasis on clinical diagnosis and treatment planning. The first semester focuses on child and adolescent psychological problems. The second semester emphasizes clinical diagnosis and treatment planning in adult disorders. *Prerequisite: Course open to degree students only or with permission of the Director.* (Fall and Spring)

GPS 525 Introduction to Clinical Intervention 4 credits

An examination of the therapeutic relationship as a basis for clinical assessment and intervention. Also covered will be crisis intervention, short-term therapy, milieu therapy and the interface with medicine. *Prerequisite: Course open to degree students only or with permission of the Director.* (Fall)

GPS 526 Theories of Psychotherapy 3 credits

A critical review and comparison of the major theories of psychotherapy, including psychodynamic, cognitive-behavioral, medical, humanistic, and family systems. Theories will be evaluated in terms of their philosophical, thematic, empirical, and clinical implications. *Prerequisite: Course open to degree students only or with permission of the Director.* (Spring)

Other Course Requirements

GPS 608 and 609 First Year Practicum I & II 3 credits/3 credits

This course provides supervision, clinical training and support for students participating in their first practicum experience. It is required for all first year full-time students. Part-time students without prior work experience in a mental health setting must take the course prior to internship. (Fall and Spring)

GPS 610 and 611 Internship Ethics and Professional Affairs 3 or 6 credits/ Seminar I & II 3 or 6 credits

This course provides a forum for the discussion of professional ethics and affairs, legal and policy issues in psychology, and specific clinical issues arising in the internship settings. It is taken as a 3 credit course by students who have taken GPS 608-609. *Prerequisites: GPS 507-508, 515-516, and 525-526.* (Fall and Spring)

GPS 689 Research Seminar**3 credits**

This is a two-semester seminar for all students beginning work on their major paper, case study, or thesis. It allows students to share their research and receive feedback and supervision on a continuous basis. It demonstrates the student's ability to synthesize, integrate, and critique the knowledge base of professional psychology, and contribute to the growth of that knowledge. *Prerequisites: GPS 510 and 511.*

Electives

Students are required to take 6 or 9 credits of elective courses, which may be selected from the following:

GPS 601 Group Psychotherapy**3 credits**

This seminar provides an overview of theory and research and a basic appreciation for group therapy. Selected topics include: contrasting approaches; group development; the role of therapist; organizational and ethical concerns. Didactic and experiential learning activities are part of the student's experience. *Prerequisite: GPS 525*

GPS 605 Play Therapy**3 credits**

This course will involve an experiential approach to the therapeutic understanding of children and adolescents. Humanistic play therapy will be the primary orientation. *Prerequisites: GPS 507-508, 525-526*

GPS 612 Marital and Family Therapy**3 credits**

A foundation course dealing with fundamental theoretical concepts, assessment techniques, and therapeutic strategies in general areas of family therapy and systems theory. Emphasis will be on understanding the concepts in real families; a mixture of case studies, family visits, videotapes, films, role-playing, and active exploration of one's own family will be used throughout the course. *Prerequisites: GPS 525-526 or with permission of the instructor*

GPS 614 School Psychology**3 credits**

This course will focus on "best practices" of psychology in the schools, addressing both professional role and function issues as well as specific skill development needs of the practicing psychologist in educational settings. Topics include: professional functioning, boundaries, organizational aspects of schools; PL 94-142, other legal aspects of practice, multidisciplinary team functioning, school consulting methods, pre-referral interventions, and psycho-educational assessment of cognitive processing, academic skills, and classroom behavior. Practicum experiences will be expected as part of the psycho-educational assessment portion of the course. *Prerequisite: GPS 507-508; may be taken concurrently with this course.*

GPS 649 Cognitive Behavioral Psychotherapy**3 credits**

Over the past thirty years, clinical research into depressive and anxiety disorders has documented positive behavior change affected by cognitive-behavioral strategies. Similarly, equal effectiveness has been noted for psychodynamically oriented interpersonal therapies grounded in Sullivan's techniques. The purpose of this course will be

to help the student learn to integrate both therapy approaches in the treatment of a wide range of emotional difficulties. Each student will be required to develop the skill and confidence to know when, and how, to use these therapies effectively.

Prerequisites: GPS 525-526

GPS 686 Independent Study

3 credits

This option provides the student with an opportunity to undertake a study in a specific area not covered in the regular course offerings. The student, with the supervisor, would outline in proposal form the objectives, topics, evaluation mechanisms and outside source material. The form must be signed by both student and advisor and submitted to the director.

GPS 687 Directed Readings

3 credits

This option provides the student with an opportunity for greater in-depth study of a topic already addressed in the curriculum.

INTERNSHIP

The Internship is designed to give students a well-supervised, intensive, first hand experience functioning as a professional psychologist. The course will be graded on a Pass-Fail basis and will be determined by the instructor in consultation with the clinical internship supervisor.

This is a two semester (9 month) experience consisting of two components: first it requires a minimum of 2 days per week of clinical practice as a psychology intern under the supervision of a licensed psychologist; secondly, attendance at a course that meets one night per week each semester.

In the internship, the student will have the opportunity to gain experience in assessment and clinical intervention in a setting that brings him/her in contact with a wide variety of clients and other mental health professionals. Involvement in administration, mental health consultation, and applied research is encouraged but not required of interns.

The Graduate Program in Clinical Psychology actively develops suitable internship placements and welcomes student initiative in developing experiences that satisfy the requirements. Such internships need to be discussed in advance with the Director. To date, students have been placed at Vermont State Hospital, community mental health centers, college counseling services, residential treatment facilities for adolescents, Fletcher Allen Health Care, correctional centers and other hospitals.

MAJOR PAPER/THESIS/CASE STUDY

Major Paper

The Major paper is an in-depth critical review of the theoretical, empirical, and clinical literature relevant to some issue or question in the field of clinical psychology and is a three-credit undertaking. Through the Major Paper, the student

demonstrates his/her command of the conceptual and methodological bases of clinical psychology, and the ability to communicate the same at a professional level. Length will vary with the topic, but it may be expected to run between 35-50 typed double-sided pages. Emphasis should be on the student's own analysis, synthesis, integration, and reasoned evaluation of literature. Articles in *Psychological Bulletin* serve as a model for this type of paper. One might expect to work 6-8 months on this requirement.

The major paper is to be carried out under the direction of the Research Seminar instructor. In addition to the instructor, two others (full or part-time faculty or internship supervisors) are selected to serve on the committee to review the paper and conduct an oral examination. The paper title and committee members should be submitted on the major paper form. The committee will need to approve the initial proposal, and it is best to keep committee members regularly informed of the direction of the paper. It is required that the student circulate a rough draft to all members of the committee for written feedback prior to submitting a final draft and scheduling a defense. Faculty participation, as on any committee, will depend on interests and work loads. Once the paper has been approved by the committee, the student must submit four copies in loose-leaf binding to the Director; two copies for the library, one for the department, and one for the student. Major papers must be done in APA Publication Manual format. *All students who do a Major paper must register for GPS 689 Research Seminar.*

Thesis

GPS 690 Thesis

The Thesis is an empirical study of a particular hypothesis in the field of clinical psychology conducted up to the standards of the profession and contributing to the empirical knowledge base of professional psychology. It may be quantitative or qualitative in method. The Thesis paper is carried out through enrollment in GPS 689 Research Seminar. Three credits. *Prerequisite: GPS 689*

The Master's Thesis is an original effort that demonstrates the student's ability to contribute to the knowledge base of clinical psychology. Research may be experimental, qualitative, correlational, scholarly, or an applied demonstration project with appropriate evaluation methods. The student is expected to produce a written work that is up to or exceeds the standard of research in the particular area in question. As a 6-credit undertaking, it is anticipated that the thesis will take a minimum of two semesters to complete. Realistically, a minimum of a full calendar year should be planned for completing this requirement. Length of the thesis depends greatly on the topic but it typically runs from 50-100 pages.

The thesis is to be carried out under the direction of the Advisor in consultation with the Research Seminar instructor. Once a topic has been selected by the student, a faculty member is chosen (by the student) who has an interest in the topic. The advisor and student then recruit one additional member of the thesis committee from among the full-time or part-time faculty, or field supervisors. Faculty participation will depend upon work loads and areas of interest. The

student should submit a tentative thesis title and names of committee members to the Advisor for approval on the major paper/thesis form.

The student will formulate a specific research hypothesis and methodology, and present a written proposal for the thesis to the committee. The committee will meet at least once to approve the thesis proposal, which is required in order to proceed with the study.

Once the thesis is complete, the committee will meet again to conduct the oral examination on the thesis. The thesis itself should be written to conform to the APA Publication Manual. The student is required to submit four copies of the thesis in loose leaf binding, two of which will be placed in the Saint Michael's Library Collection. The others are for the student and the Director of the program.

Case Study

GPS 691 Case Study

An in-depth case study of a sustained clinical service provided by the students during her/his training. The case study may be of an assessment, consultation, psychotherapeutic intervention, therapeutic milieu, or mental health program. The case study includes a detailed description of the case, an analysis of the psychological processes and principles operating in the case, a literature review of similar cases and of research related to those processes and principles identified as central to understanding the case. In addition, the student will consider at least one theoretical/philosophical dilemma that arose in the actual work. Every effort should be made to elicit the clinical supervisor's participation in the committee. Three credits (in addition to the Research Seminar).

Students will register for three credits beyond the Major Paper/Research Seminar. As with a thesis, a primary advisor is recruited who has an interest in the specific kind of case being discussed. A committee of three faculty or mental health professionals is formed. Given that the case may not be identified until well into the internship experience, it is likely that completion of this option will span a twelve to eighteen month period.

The project begins with a piece of clinical work (of most any kind) where the student has had a minimum of 10 hours of direct contact with the clinical situation of interest. Of course, there may be many more than ten hours in some cases. The work must have been supervised by a qualified clinician (though not necessarily a psychologist), and the supervisor will generally be expected to be on the committee.

The write-up will include: (1) a detailed description of the case, the process of working with the client(s), and the clinical outcome; (2) analytical literature review of similar published cases or clinical theory relevant to this case; (3) critical literature review of relevant empirical work on key concepts or strategies used in understanding the case; (4) a discussion of at least one theoretical/philosophical dilemma that arose in the actual clinical work; (5) critique of the clinical work actually done and how it might have been improved upon or

broadened given the research discovered in the process of writing the case study.

The literature review of cases, theories, and empirical research will obviously be broader and less in depth than is possible with a major paper or thesis. The goal is to show that all the major or classic papers relevant to the case have been considered. Often, literature reviews or secondary source summaries of theoretical approaches may be adequate to this task, though it is assumed that some primary sources will be read at critical junctures in the case study. The committee will have responsibility for guiding the student on these choices at the preliminary meeting and along the way.

The goal is for the student to use this writing project as an opportunity to move their own thinking on clinical work to a higher level, and to hopefully contribute to moving the discipline's understanding of clinical practice along as well. Wherever possible it is hoped that students will write about cases in areas where there have been few published cases, or cases that are problematic in that they do not fit the textbook mold for assessment, diagnosis, treatment, or consultation. In other words, the goal of the case study is to contribute to the knowledge base of the profession just as it is in the major paper or thesis option.

Please note: Students considering doing a thesis need to register for GPS 689 Research Seminar (3cr) and GPS 690 Thesis (3cr). Students may register for GPS 690 at any point after registering for GPS 689. Those doing a case study register for GPS 689 (3cr) and GPS 691 Case Study (3cr)

GRADUATE PROGRAMS IN EDUCATION

THEME: MAKING CONNECTIONS AND CREATING MEANING

Our graduate education programs encourage educators to explore connections and meaning in our lives as we work towards compassion, caring, justice, and joy in schools and society. We encourage educators to critically explore the purpose of school as embedded in natural and social contexts, from the local to the global. An understanding of human development and learning is essential to our efforts to support and enhance the intellectual, emotional, social, moral, aesthetic, and spiritual dimensions of all learners. Educators must have the tools and strategies that empower them to teach diverse students in inclusive classrooms, while maintaining a balance between challenge and support, individual and community. We believe that our integrative approach to education and teacher preparation holds the potential for transformational change in our current educational system.

Graduate programs in Education offers courses of graduate study leading to:

- Initial Teacher Licensure
- Endorsements for Licensed Teachers
- Master of Education (M.Ed.)
- Certificate of Advanced Graduate Study (C.A.G.S.)

Several Graduate Education Certificate programs (15-24 credits) are also offered.

HISTORY AND DESCRIPTION

Graduate Programs in Education began in the summer session of 1940. This was the first program of graduate studies at Saint Michael's College. Then, as now, professional courses of study for educators were viewed as an extension of the liberal arts tradition upon which the College was founded. Entrance requirements have always sought to identify candidates who were and are potential leaders and scholars in their disciplines. Throughout the years, the graduate education program has grown and diversified, but the connection to the liberal arts tradition remains.

Saint Michael's Graduate Programs in Education offers a Master of Education degree (M.Ed.) and a Certificate for Advanced Graduate Study (C.A.G.S.), Teacher Licensure, and several certificate programs.

The programs are designed for adults who already have a baccalaureate degree. Classes are scheduled throughout the year. Students may begin their program during any semester, although a specific sequence of courses may be recommended in some concentrations. During the fall and spring semesters, classes meet evenings and on weekends. During the summer, classes meet both during the day and in the evening. In planning an M.Ed. or C.A.G.S. program, students may choose one of the concentrations listed below, which are described in detail later in this catalogue:

Self-Designed • Administration • Adult Education • Arts in Education
Curriculum • Information Technology • Reading • Special Education

Within Graduate Programs in Education students may follow Vermont Department of Education approved programs to obtain initial licensure as an Elementary, Middle

Level, or Secondary Educator (K-12 licensure in Art, Music, Theater Arts, and English as a Second Language are also available). Approved content areas for Secondary Teachers are: Computer Science, English, Modern and Classical Languages, Mathematics, Science, Social Studies, and Theater Arts. Students may also design a program with an advisor to obtain initial licensure with a Special Education Endorsement. A maximum of 18 credits earned towards initial licensure can be applied towards an M.Ed. degree.

Licensed teachers can earn an additional endorsement in areas such as Administration (School Principal), Computer Science, Reading Teacher, Consulting Teacher/ Learning Specialist and Resource Room Teacher. These programs are designed so that a student can complete an M.Ed. degree and a license endorsement concurrently. However, requirements for the completion of the degree and the license are not exactly the same, and such a program must be carefully planned with the appropriate academic advisor.

ADMISSION TO GRADUATE PROGRAMS IN EDUCATION

- Teacher Licensure
- Certificate Programs
- M.Ed. Degrees

Students may apply to matriculate into Graduate Programs in Education at any time of the year. It is recommended that they earn no more than six graduate credits prior to applying.

1. **Qualifications:** A bachelor's degree with at least a 2.80 GPA is required for the M.Ed. degree and all certificate programs, with the exception of the C.A.G.S. program, that requires a Master's Degree. If seeking initial teacher licensure, a 30-credit major in a liberal arts or science area (with supporting liberal arts course work) is also required.
2. **Application Materials:** An "Application for Admission," which includes two recommendations and official transcripts from all undergraduate and graduate course work, must be submitted for matriculation into all Graduate Education Programs.
3. **Interview:** An interview with a representative of Graduate Programs in Education is conducted when the application is complete.
4. **Admissions Committee:** The interviewer presents the student's completed application to the Admissions Committee, and the student is informed of the decision.

REQUIREMENTS FOR M.Ed. COMPLETION

1. **Writing Assessment.** In order for students to develop to their fullest potential in an academic setting, in their work, in the community, and to achieve Candidacy, students must show proficiency in writing by satisfactorily completing a writing skills assessment. The Graduate Education Writing Assessment is offered several times each year. Based on the results of the Writing Assessment, students may be required to attend a Writing Workshop or a degree or non-degree writing course. Writing proficiency must be demonstrated before acceptance to Candidacy and student teaching.

2. **Candidacy.** After taking six credits, but prior to the completion of 12 credits, the student must achieve Candidacy. With an advisor, the student fills out a Candidacy form which reflects the area of Concentration within the M.Ed. program. It includes a list of courses taken, courses proposed and a "Statement of Goals." Up to six graduate credits may be transferred from another institution with the Academic Advisor's approval.
3. **Completion: Course and Credit Requirements.** Required courses and electives for each license, certificate and degree program follow in this catalogue. When all program requirements have been completed, the Academic Advisor and Program Director inform the registrar that the student may graduate. All M.Ed. students who have not taken an approved educational research class are required to take GED 558 Introduction to Educational Research. To waive this requirement, a written request including course syllabus or other documentation should be submitted to the Director of Graduate Programs in Education. GED 699 Capstone Seminar in Graduate Education or GED 562 Thesis Research is required of all students.

ADMISSION TO *ADVANCED* GRADUATE PROGRAMS IN EDUCATION

- **Certificate of Advanced Graduate Study (C.A.G.S.)**

The Certificate of Advanced Graduate Study in Education is a post-Master's level certificate that allows a graduate student to pursue an additional field of study within Graduate Programs in Education. It is comprised of 30 graduate credits beyond the Master's degree, nine of which may be transferred from another institution if they are post-Master's credits. It is an individually designed program of graduate study based on the educational goals and needs of the student and planned with an Academic Advisor. Students may specialize in an already existing concentration or design an original concentration using elements from the programs described on the following pages.

1. **Qualifications:** A Master's degree.
2. **Application Materials:** An "Application for Admission," which includes two recommendations and official transcripts.
3. **Interview:** An interview with a representative of Graduate Programs in Education is conducted when the application is complete.
4. **Admissions Committee:** The interviewer presents the student's completed application to the Admissions Committee, and the student is informed of the decision.

REQUIREMENTS FOR C.A.G.S. COMPLETION

1. **Plan for Advanced Graduate Study.** With an Academic Advisor, the student plans a program of study of at least 30 credits which are consonant with the individual's educational needs and goals. This "Plan for Advanced Graduate Study" is submitted to the Director of Graduate Programs of Education for approval.
2. **Candidacy.** After taking six credits, but prior to the completion of 12 credits, the student must achieve Candidacy. With an advisor, the student fills out a Candidacy form. It includes a list of courses taken, courses proposed and a "Statement of Goals." Up to nine post master's-level credits may be transferred from another institution with the Academic Advisor's approval

3. **Completion.** When the student has completed 30 credits, a Certificate of Advanced Graduate Study is granted.

INITIAL TEACHER LICENSURE

As addressed in the Graduate Programs in Education theme, we encourage future educators to explore connections and meanings in their lives and those of their students as they work towards compassion, caring, justice, and joy. Each required course in the licensure program addresses the program theme as appropriate in terms of course objectives, and this is evident through the prospective teacher's portfolio, which is complete at the end of the student teaching experience. The teacher preparation courses encourage prospective teachers to consider and emphasize knowledge and skills directly related to the standards for Vermont educators: Learning, Professional Knowledge, Colleagueship, Advocacy, and Accountability, and to demonstrate proficiency according to *Vermont's Framework of Standards and Learning Opportunities*.

In addition to the course work and practicum, each licensure student must also complete a Teacher Licensure Portfolio. Successful completion of required courses usually indicates readiness for student teaching, however, occasionally additional work may be necessary to become recommended for licensure.

IMPORTANT NOTE REGARDING ALL TEACHER LICENSURE PROGRAMS:

Only 18 credits of the course work towards Teacher Licensure may be applied to the requirements for the M.Ed. degree, and certain courses in the licensure programs (such as GED 688 PRACTICUM) cannot be applied towards the M.Ed. degree. Students should work closely with an Academic Advisor when planning their course of study towards Teacher Licensure and the M.Ed. degree.

LICENSURE: ELEMENTARY EDUCATION (GRADES K-6)

Saint Michael's College Graduate Programs in Education has an approved program that leads to licensing as an elementary school teacher in grades K-6.

Prerequisites for Admission to Elementary Licensure Program

1. A Bachelor's Degree with mastery level evident in content areas appropriate for grade levels and with successful completion of a Liberal Arts and Science major.
2. Cumulative Grade Point Average (GPA) of 2.8, and a GPA of 2.8 in the major.
3. Successful completion of the entrance interview.
4. Evidence of successful work experience with children.

Elementary Licensure - Required Courses (3 credits each unless otherwise noted):

GED 516 Teacher as a Decision Maker

GED 521 Language Arts and Social Studies in the Multi-age Classroom

OR GED 528 Practical Management and Curriculum in the Multiage/Multilevel Classroom

GED 641A Instruction of Students with Learning Problems: Elementary Level

GED 531 Approaches to Reading Instruction

OR GED 560 The Reading Process

GED 612 Math: Instruction for Understanding

- OR GED 613 Mathematics in the K-8 Classroom
- OR GED 620 Science and Mathematics in the Elementary Classroom (4 credits)
- GED 597 Integrating Technology into the Curriculum
- OR an approved course
- GED 695 Investigating Science and Loving It: Constructivist Science and Curriculum Connections
- OR GED 620 Science and Mathematics in the Elementary Classroom (4 credits)
- GED 519 Child Development
- OR GED 658 Developmentally Appropriate Practice: The Child as Curriculum (P/K-4) (when appropriate)
- GED 509 Integrative Curriculum
- OR approved curriculum course
- GED 677 Social Foundations of Education
- OR an approved foundations of education course
- GED 689 Student Teaching Seminar (*Previously: GED 515 Seminar in Classroom Management*)
- GED 688A Elementary Practicum (6 credits). These 6 credits may NOT be used toward the M.Ed. degree.

LICENSURE: MIDDLE LEVEL EDUCATION (GRADES 5-8)

Saint Michael's College Graduate Programs in Education has an approved program that leads to licensing as a middle school teacher, grades 5-8.

Prerequisites for Admission to Middle Level Licensure Program:

1. A Bachelor's Degree with a major in the Liberal Arts and Sciences, with appropriate liberal arts general education courses.
2. Two 18-credit "minors" in different content areas appropriate to middle grades curriculum, and as defined in Vermont regulations, with evidence of completion of three (3) credits in each content area within the last nine years, and at least six (6) credits in each at the advanced undergraduate or graduate level.
3. Cumulative Grade Point Average (GPA) of 2.8, and a GPA of 2.8 in the content areas.
4. Successful completion of the entrance interview.
5. Evidence of successful work experience with children.

Middle Level Licensure - Required Courses (3 credits each unless otherwise noted):

- GED 516 Teacher as a Decision Maker
- GED 518 Adolescent Development
- GED 635 Middle Grades Summer Institute
- OR other middle level organization course
- GED 597 Integrating Technology into the Curriculum
- OR an approved technology course
- GED 641B Instruction of Students with Learning Problems: Middle & Secondary Level
- OR an approved special education course
- GED 530 Reading, Writing, and Literacy in the Content Area
- OR GED 560 The Reading Process for Teachers

- GED 624 Visual Approaches to Teaching Mathematics
OR an approved mathematics methodology course
- GED 524 Middle Level Curriculum
- GED 677 Social Foundations of Education
OR GED 696 Philosophy of Education
- GED 689B Student Teaching Seminar (Formerly GED 503 Middle and Secondary Teaching Methods)
- GED 688B Middle Level Practicum (6 credits). These 6 credits may NOT be applied towards the M.Ed. degree.

LICENSURE: SECONDARY EDUCATION (GRADES 7-12)

Saint Michael's College has approved Secondary Education Licensure programs that lead to licensure in the following subject areas: English, Modern and Classical Languages (French, Spanish, Latin), Mathematics, Science (Biology and Chemistry), Social Studies, Theater Arts, and Computer Science.

Prerequisites for Admission to Secondary Licensure Program

1. A Bachelor's Degree with a major (or equivalent) in the subject area and/or the appropriate content of a "major" in the Liberal Arts and Sciences, matching the Saint Michael's College concentration, and with appropriate supporting liberal arts general education courses.
2. Evidence of enrollment or audit of subject area course within last five (5) years.
3. Cumulative Grade Point Average (GPA) of 2.8, and a GPA of 2.8 in the content area.
4. Successful completion of the entrance interview.
5. Evidence of successful work experience with children.

Secondary Licensure - Required Courses (3 credits each unless otherwise noted):

- GED 516 Teacher as a Decision Maker
- GED 518 Adolescent Development
- GED 530 Reading, Writing, and Literacy in the Content Area
OR an approved reading methods course
- GED 547 Secondary Curriculum Planning
OR an approved curriculum course
- GED 677 Social Foundations of Education
OR GED 696 Philosophy of Education
OR an approved foundations of education course
- GED 641B Instruction of Students with Learning Problems: Middle and Secondary Level
OR an approved special education course
- GED 597 Integrating Technology into the Curriculum
OR GED 512 Educational Technology for Math and Science in the Secondary School (7-12)
- GED 689B Student Teaching Seminar
- GED 688B Secondary Education Practicum (6 credits). These 6 credits may NOT be applied towards the M.Ed. degree.

LICENSURE: ENGLISH AS A SECOND LANGUAGE (GRADES K-12)

A K-12 Graduate Teacher License with an ESL Endorsement is available in conjunction with the MATESL program in the School of International Studies. Please see the TESL section of this catalog for a description of the program of study.

LICENSURE: ART, MUSIC (GRADES K-12) AND THEATER ARTS (GRADES 7-12)

Saint Michael's College Graduate Programs in Education has an approved program that leads to teacher licensure in art of music (K-12) and for theater arts (grades 7-12).

Prerequisites for admission to Arts Licensure program:

1. A Bachelor's Degree with a major in visual art, music, theater, or dance, supporting liberal art general education courses, and fulfillment of the Vermont Department of Education guidelines for endorsement in the arts.
2. Evidence of enrollment or audit of subject area within the last five years.
3. Cumulative Grade Point Average (GPA) of 2.8, and GPA of 2.8 in subject area.
4. Successful completion of the entrance interview with Coordinator of Arts in Education.
5. Evidence of successful work experience with children.

Arts Licensure - For K-12 Art and K-12 music. (For Theater Arts Endorsement see Secondary Licensure Program.)

Required Courses (3 credits each unless otherwise noted):

GED 509 Integrative Curriculum

OR GED Middle and Secondary Curriculum Planning

GED 516 Teacher as Decision Maker

GED 518 Adolescent Development

OR GED 519 Child Development

OR GED 545 Human Development: Child and Adolescent

GED 651 Hands on: Learning In and Through the Arts

OR GED 670 Bringing History and Literature to Life Through the Arts

OR an approved integrated arts curriculum

GED 560 Reading Process for Teachers

GED 683 Multimedia Design and Development

OR GED 597 Integrating Technology in the Classroom

OR GED 596 Multimedia Technology

OR an approved course

GED 641 Instruction of Students with Learning Problems

OR GED 640 Language and Learning

GED 678 Aesthetics Perspectives on Culture and Education

GED 689 Student Teaching Seminar (formerly 503 Middle and Secondary Methods)

GED 515 Seminar in Classroom Management

GED 688 Practicum. All students will need to have student teaching experience at all levels.

Arts Electives (3 credits each unless otherwise noted):

The following courses may be used to complete prerequisites, enhance skills, and/or apply to the Masters of Education, Arts in Education degree.

GED 649	Arts: The Creative Process
GED 667	Drama as a Teaching Tool
GED 679	Summer Arts Institute
GED 673	Special Topics in Arts Education-Multicultural Art Education
GED 509	Integrative Curriculum
GED 569	The Art of Bookmaking

PROGRAMS OF STUDY

SELF-DESIGNED CONCENTRATION

- M.Ed. Degree
- Certificate of Advanced Graduate Study

A graduate education student may design a 36-credit M.Ed. plan based on individual educational goals. The “Self-Designed” M.Ed. concentration is developed by selecting an array of courses with an Academic Advisor using the general procedures and course and credit requirements as described previously in “ADMISSION TO GRADUATE PROGRAMS IN EDUCATION.” Students may select courses from other Saint Michael’s College graduate programs, such as Administration and Management, Theology, and Teaching English as a Second Language, but at least 24 credits must be GED credits. All M.Ed. self-designed programs must include GED 558 Introduction to Educational Research, and GED 699 Capstone Seminar in Graduate Education and GED 562 Thesis Research. All C.A.G.S. programs are self-designed.

ADMINISTRATION CONCENTRATION

- School Principal Endorsement
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the programs in Educational Administration is to prepare educators to become effective school principals, leaders who are centered on children, collaborative in their relationships with multiple constituencies, and able to process and integrate a variety of information and perspectives. Today’s building principal is called upon to manage, to lead, and most of all, to make connections. Throughout their program, administration students have opportunities to work singly and with colleagues, in the classroom and in the field, exploring concepts and acquiring and applying skills. Through a blend of required and optional courses, each student is provided with a meaningful and lasting educational experience upon which s/he can draw when actively engaged in the science and art of leading a school.

Program Requirements

The candidate for the M.Ed. degree in Administration must successfully complete 36

credits. Twenty-seven of these credits must be earned in the nine required core courses. The remaining nine credits may be acquired through the completion of an individualized program that meets the learning needs and interests of the student. It is possible to obtain the Vermont School Principal Endorsement through this program.

Required Courses (27 credits):

GED 511	Fundamentals of Curriculum
GED 563	School Law
GED 564	School Finance
GED 572	Leadership and Supervision in School Administration
GED 653	Adult Development and Learning
GED 684	School and Community
GED 558	Introduction to Educational Research
GED 688C	Administrative/Principal Practicum and Portfolio
GED 699	Capstone Seminar in Graduate Education

OR GED 562 Thesis Research (formerly Educational Research)

Electives (9 Credits): Students may choose nine hours from among other graduate course offerings. It is highly recommended that students select courses in the areas of assessment, ethics and technology.

ADULT EDUCATION CONCENTRATION

- Certificate
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the Adult Education certificate program and degree concentration is to prepare educators to be active participants in transformative learning for adults in a variety of settings. Educators critically explore the purposes of adult education, particularly in social and psychological contexts, and increase their understanding of adult learning and development while gaining strategies and methods to enact their knowledge. The focus of the program is on the possibilities and potential inherent in the education of adults.

ADULT EDUCATION CERTIFICATE

Program Requirements

A Certificate in Adult Education can be achieved by taking at least 18 credits as described below. Upon successful completion of the required courses, electives, and portfolio, the candidate will receive a Certificate in Adult Education, which attests to his/her knowledge and competence as an educator of adult learners.

All the graduate credits earned in the certificate program by a matriculated Graduate Education student may be used towards the 36-credit M.Ed. in Adult Education. For the M.Ed. degree with a concentration in Adult Education, students should select additional electives from the “Related Electives” list, and the Graduate Education course list. Guidance from the Academic Advisor should be sought when planning the M.Ed. degree with a concentration in Adult Education.

Required Courses (12 credits):

GED 654 Adult Education: Theory and Practice

GED 653 Adult Development and Learning

GED 696 Philosophy of Education

OR similar foundations course

GED 688F Adult Education Practicum and Portfolio Preparation (special arrangement)

In addition, students must choose at least TWO of the following (6 credits):

GED 511 Fundamentals of Curriculum

OR similar curriculum course

GSA 591 The Learning Organization

OR similar organizational course

GED 634 Consultation and Collaboration in the Schools

OR similar course

GED Technology course appropriate to student's particular focus

GED Learning and Collaboration in the Educational Setting

Related Electives - Examples:

GSA 591 Special Topics: Training for the Trainer

GED 631 Development, Learning, and Individual Differences

GED 677 Social Foundations of Education

GED 544 Moral Dimensions of Education

GSA 591 Special Topics: Implementing Self-Directed Work Teams

M.Ed. IN ADULT EDUCATION

Required courses (18 credits):

GED 654 Teaching Adults: Critical Education Praxis

GED 653 Adult Development and Learning

OR similar foundations course

GED 558 Introduction to Educational Research

GED 696 Philosophy of Education

GED 699 Capstone Seminar in Graduate Education

OR GED 562 Thesis Research (formerly Educational Research)

GED 688F Adult Education Practicum and Portfolio Preparation (if appropriate)

In addition, students must choose at least TWO of the following (6 credits):

GED 511 Fundamentals of Curriculum

OR similar curriculum course

GSA 591 Special Topics: The Learning Organization

OR similar organizational course

GED 634 Consultation and Collaboration in the Schools

OR similar course

GED Technology course, appropriate to student's particular focus

GED Learning and Collaboration in the Educational Setting

Electives (12 credits): The student takes 12 credits of electives drawn from the "Related Electives" list (above) and/or other graduate education courses.

ARTS IN EDUCATION CONCENTRATION

- Certificate
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The Arts in Education programs are designed to help participants affirm the indispensable role the arts have in schools and society. Classroom teachers, art teachers, artists, administrators, and other educators join together to explore creativity, curriculum theory, instructional strategies, and aesthetic perspectives. Courses include creative activities and critiques that promote experience in one's own artistic process, practice in designing, curriculum, and reflection on and application of state-wide initiatives such as the Vermont Framework of Standards and Learning Opportunities and the Arts Assessment Project. A partnership with the Flynn Theatre for the Performing Arts and use of community resources enrich the Arts in Education program.

In supportive and creative forums, participants have the opportunity to explore visual art, drama, music, and dance; work collaboratively developing and practicing innovative teaching strategies; enhance skills and confidence responding to diverse learning styles; and challenge our cultural and aesthetic sensibilities. The willingness to expand creative boundaries is more critical than experience as artist.

ARTS IN EDUCATION CERTIFICATE

The 15-credit Arts in Education Certificate responds to increased attention across Vermont toward collaboration of local artists, school educators, and arts administrators to create lasting and meaningful arts programs within school communities. All participants will become familiar with the complexities of schools and explore ways to link the Vermont Framework, Arts Assessment Project, and the WEB project to classroom activities. School district teams are encouraged to enroll.

To meet the Certificate's requirements, participants work with an Academic Advisor to develop an individualized program that addresses professional and personal needs.

Required Courses (6 credits):

- GED 649 Arts: The Creative Process
 GED 678 Aesthetic Perspectives on Culture and Education

Electives (at least 9 credits)

Select at least THREE of the following:

- GED 552 Teaching and Assessing through the Multiple Intelligences
 GED 667 Drama as a Teaching Tool
 GED 679 Summer Arts Institute
 GED 673 Special Topics in Arts Education (such as Dance and Multicultural Arts)
 GED 516 Teacher as a Decision Maker
 GED 524 Middle Level Curriculum

OR other courses as approved by the Academic Advisor

M.Ed. ARTS IN EDUCATION

Program Requirements

The candidate for the M.Ed. Arts in Education must successfully complete 36

credits. Fifteen credits must be earned in the five required core courses. The remaining 21 credits are chosen from a variety of electives to meet the needs and interests of the student, which must include one elective in technology. The student completes the program requirement by enrolling in a capstone class where both an action research plan for the classroom and an individual expressive performance or exhibit are developed.

Required Courses (15 credits):

- GED 651 Hands on: Learning In and Through the Arts
 OR GED 670 Bringing History and Literature to Life Through the Arts
 OR an approved course
- GED 649 Arts: The Creative Process
- GED 678 Aesthetic Perspectives on Culture and Education
- GED 558 Introduction to Educational Research
- GED 699 Capstone Seminar in Graduate Education
 OR GED 562 Thesis Research (formerly Educational Research)

Elective Courses (21 credits) - Examples:

- GED 552 Teaching and Assessing through the Multiple Intelligences
- GED 673 Special Topics in Arts Education (such as Dance, Multicultural Arts, and Your Singing Voice)
- GED 669 Storytelling and Folklore
- GED 679 Summer Arts Institute
- GED 667 Drama as a Teaching Tool
- GED 569 The Art of Bookmaking
- GED 683 Multimedia Design and Development

CURRICULUM CONCENTRATION

- M.Ed. Degree
- Certificate of Advanced Graduate Study

The Curriculum specialization in Graduate Programs in Education combines the theoretical with the practical and applied. "Curriculum" is an inclusive concept, comprising design, development, implementation, assessment and evaluation. A thorough knowledge of modern curricula in a historical context is provided with a focus on whole systems, and integrative understanding as well as specific skills applicable to all levels of curriculum design. The program is planned to give teachers and administrators the necessary tools and strategies to develop and evaluate all aspects of school curricula. From a broad base, teachers will be able to delve more deeply into areas of their choice. This concentration does not correspond to a State of Vermont licensure program..

M.Ed. Curriculum Program Requirements

Required Courses (15 credits):

- GED 509 Integrative Curriculum
- GED 510 Curriculum Development
 OR GED 655 Using Standards in the Classroom
- GED 511 Fundamentals of Curriculum
- GED 558 Introduction to Educational Research

GED 699 Capstone Seminar in Graduate Education

OR GED 562 Thesis Research (formerly Educational Research)

Students will select the remainder of their courses with a focus which fits their own interests and needs.

INFORMATION TECHNOLOGY CONCENTRATION

- Certificate
- Computer Science Endorsement (Grades 7-12)
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the Information Technology programs is to prepare students to become skilled teachers and administrators in the field of information technology. The growing use of technology in the schools has created a need for educators to provide appropriate support and challenge to a wide range of student needs. Throughout the program, students are exposed to a wide variety of up-to-date technologies and are asked to create meaningful learning opportunities. This, combined with theory, research, and methods of instruction, provide the educator with a broad range of experiences with information technology.

INFORMATION TECHNOLOGY CERTIFICATE

The 18-credit Certificate in Information Technology is designed for professionals in public, private, and non-profit organizations who strive to increase their knowledge and skills in information technology. This Certificate offers participants a program that will help them apply information technology to their fields.

Program Requirements

Participants take six required credits and 12 elective credits. The participant may apply most of these credits towards an M.Ed. or an MSA degree.

Required Courses (6 credits):

GED 589 Information Technology: Influences on Learning

OR GSA 550 Digital Futures

GSA 541 Management Information Systems

OR GSA 532 Computers for Managers: The Information Toolbox

Elective Courses (12 credits): Students may choose 12 credit hours from among other graduate technology course offerings. It is highly recommended that students select courses in consultation with their Academic Advisor.

VERMONT TEACHING LICENSURE AND ENDORSEMENT: COMPUTER SCIENCE TEACHER (GRADES 7-12)

Initial Licensure Candidates: The candidate for initial Secondary Education Licensure with a subject area of Computer Science as his/her initial endorsement takes the required secondary licensure courses as detailed in the section of this catalogue describing Initial Teacher Licensure. In addition, the candidate takes a minimum of 15 credits in graduate technology courses.

Licensure Endorsement Candidates: The candidate who has already obtained Secondary Education Licensure and is seeking Computer Science as an additional endorsement, works with an advisor to plan an appropriate course of study.

M.Ed. IN INFORMATION TECHNOLOGY

Program Requirements

Candidates must successfully complete 36 credits. Twenty-four of these credits are earned through the eight required courses. The remaining 12 credits are acquired through electives.

Required Courses (25 credits):

- GED 589 Information Technology: Influences on Learning
- GED 584 Technology Planning for Vermont's K-12 Schools
- GED 598 LOGO (or other programming language)
- GED 597 Integrating Technology into the Curriculum
- OR GED 512 Educational Technology for Math and Science in the Secondary School (Grades 7-12)
- GED 582 Advanced Uses of the Internet
- OR an approved Internet course
- GED 556 Telecommunications and the *Vermont Standards*
- GED 596 Multimedia
- GED 588 Hard Disk Management for Windows
- GED 558 Introduction to Educational Research
- GED 699 Capstone Seminar in Graduate Education
- OR GED 562 Thesis Research (formerly Educational Research)

Electives (12 credits): Students may choose 12 credit hours from among other graduate course offerings. It is highly recommended that students select courses in consultation with their Academic Advisor.

READING CONCENTRATION

- Reading Teacher Endorsement
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the Reading Concentration is to prepare classroom teachers to be more effective teachers of reading and the language arts. Though the program is designed for elementary teachers, it is conceivable that secondary teachers would benefit from an in-depth study of the reading and language arts field as well. Courses in reading methodology, and diagnosis, as well as clinical experiences provide the framework which allows the graduate student to develop competence as a reading teacher.

While the program rests on an eclectic theoretical base, there is a slight orientation to the "reading as a language-based process" school of thought. To be a proficient reading teacher, one must know how children learn and use language in their speaking and listening activities. Oral language provides the structure and the motivation for the child to succeed at the most difficult task of all—that of learning the written language. A constant focus of the reading program is that the integration of the language arts -

listening, speaking, writing, and reading - makes this task easier for the learner. Children's Literature is another important aspect of the Reading concentration. Several courses are offered to support the reading methodology for classroom teachers as well as provide avenues for writing and publishing children's books.

READING TEACHER ENDORSEMENT

In consultation with an advisor, the student selects five courses (15 credits) in the areas of reading, language arts, and children's literature. When this course work is complete, the student takes GED 688D Reading Teacher Practicum.

Required Courses (18 credits):

Select 15 credits. Examples:

- GED 521 Language Arts and Social Studies in the Multi-age Classroom
 - GED 522 Teaching Literacy in the Elementary School
 - GED 530 Reading, Writing and Literacy in the Content Areas [secondary emphasis]
 - GED 531 Approaches to Reading Instruction
 - GED 534 Assessment and Instruction in Reading
 - GED 539 Reading and Making Connections: A Survey of Children's Literature
 - GED 536 Reading and Making Connections with Adolescent Literature
 - GED 560 The Reading Process for Teachers
 - GED 676 Perspectives in Children's Literature
- AND GED 688D Reading Teacher Practicum (Required for licensure)

M.Ed. READING

The 18 credits taken for the Reading Teacher Endorsement may be applied toward an M.Ed. degree in Reading. However, graduate students may work toward an M.Ed. in Reading and not apply for licensure. In that case, a course in reading may be substituted for the Practicum. In addition, M.Ed. degree candidates must fulfill the following requirements:

Required Courses (6 credits):

- GED 558 Introduction to Educational Research
- GED 699 Capstone Seminar in Graduate Education
- OR GED 562 Thesis Research (formerly Educational Research)

Electives (12 credits): Students may choose 12 credits from among other graduate course offerings. It is highly recommended that students select courses in consultation with their Academic Advisor.

SPECIAL EDUCATION CONCENTRATION

- Licensure with Resource Room or Consulting Teacher/Learning Specialist Endorsement
- Resource Room or Consulting Teacher/Learning Specialist Endorsement
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the Graduate Program in Special Education is to prepare competent and caring professionals who are able to make connections and create meaning in all aspects of their work. Students become familiar with the contexts and systems within which children and youth with disabilities are educated. They gain knowledge of learning and development throughout the life span. They acquire the broad and varied content knowledge that anyone working in Special Education must possess and they learn to build and maintain collaborative relationships with families, students and others. Practicum experiences within the special education courses require diagnostic teaching of individual students, working with families of students with disabilities, collaborating with other adults and taking on the responsibilities of a special educator for a school year. Hallmarks of the program are the case study approach, the strong emphasis on practicum experiences, and the training in collaboration.

Program Requirements

Master of Education or Certificate of Advanced Graduate Studies programs are designed to lead to Vermont teacher licensure or endorsement as either Teacher of the Handicapped: Resource Room Teacher or Consulting Teacher/Learning Specialist. Students may also design an M.Ed. or a C.A.G.S. program with a concentration in general special education, language learning disabilities, the Klein program for working with children and youth with challenging behaviors or the Mainstream Resource Teacher program. The last two concentrations are also offered as certificate programs.

RESOURCE ROOM AND CONSULTING TEACHER LICENSE OR ENDORSEMENT

Students working towards either Resource Room or Consulting Teacher license/endorsement take the following courses. An approved educational research class is required of all special education candidates.

Required Courses (21 credits):

- GED 631 Development, Learning and Individual Differences
- GED 632 Diagnosis of Learning Problems
- GED 633 Legal and Professional Issues
- GED 640 Language and Learning
- GED 641A Instruction of Students with Learning Problems: Elementary Level
OR 661B Instruction of Students with Learning Problems: Middle and
Secondary Level
- GED 661 Designing Instructional Programs (school-based Practicum)
- GED 662 Implementing and Evaluating Instructional Programs (school-based
Practicum)

In addition, Consulting Teacher candidates take the following courses (15 credits):

- GED 581 Management of Emotional/Behavioral Problems in the Mainstream
Classroom
- GED 612 Math: Instruction for Understanding (formerly Math Disabilities)
- GED 634 Consultation and Collaboration in the Schools
- GED 664 Implementing a Consulting Program
- GED 699 Capstone Seminar in Graduate Education

OR GED 562 Thesis Research (formerly Educational Research)

If a student does not currently hold a teaching license, a program can be developed that leads to an initial teaching license with a special education endorsement.

MAINSTREAM RESOURCE TEACHER

This is a 21-credit program for experienced classroom teachers who wish to remain in the regular classroom and provide the best learning environment for mainstreamed students. It can be either a concentration within an M.Ed. program or a non-degree certificate. It is a modified version of the Resource Room Teacher Licensure program. Candidates follow the sequence of courses for Resource Room Teacher endorsement. However, course work and practica are modified to reflect the teacher's intention to continue teaching in the regular classroom. Upon completion, the teacher is recommended for Resource Room Teacher endorsement.

Required Courses (21 credits):

- GED 641A or B Instruction of Students with Learning Problems
- GED 632 Diagnosis of Learning Problems
- GED 633 Legal and Professional Issues
- GED 631 Development, Learning and Individual Differences
- GED 640 Language and Learning
- GED 661 Designing Instructional Programs Practicum (school-based Practicum)
- GED 662 Implementing and Evaluating Instructional Program Practicum (school-based Practicum)

KLEIN PROGRAM

The Klein Program offers an M.Ed. or C.A.G.S. concentration in working with children and youth with challenging behaviors. It is designed for qualified teachers and mental health professionals. It can also be taken as a non-degree certificate program. This program does not lead to a teaching license/endorsement.

Required Courses:

- GED 581 Management of Emotional/Behavioral Problems in the Mainstream Classroom
- GED 601 Understanding Students with Emotional-Behavioral Disabilities
- GED 602 Relationship in the Classroom for the Child with a Severe Emotional Disturbance
- GED 603 The Service Delivery System for Children with Severe Emotional Disturbance
- GED 641A or GED 641B Instruction of Students with Learning Problems
- GED 634 Consultation and Collaboration in the Schools
- GED 688E Klein Practicum (6 cr.)

NOTE: GED 641, GED 581 and GED 634 will be waived for students who have completed the graduate program in Special Education at Saint Michael's College.

LANGUAGE/LEARNING DISABILITIES

This concentration allows students to develop an in depth understanding of language learning disabilities and approaches to assessment and remediation. It is designed individually as part of a C.A.G.S. program.

COURSE DESCRIPTIONS: GRADUATE EDUCATION

GED 504 Brain-Based Curriculum and *Vermont's Standards*

3 credits

Students in this course will gain an understanding of the neurological development of our rational and emotional intelligences. Students will design integrated curriculum plans and learning opportunities in accordance with *Vermont's Framework of Standards* for children in grades P/K through Four.

GED 505 Curriculum Development: Developing Units of Study Using *Vermont's Standards*

3 credits

The focus of this course is *Vermont's Framework of Standards and Learning Opportunities* and linking this to participants' individual classroom curriculum and assessment. Although any discipline, grade, or skills area may be utilized, the instructor puts particular focus on aligning math and writing portfolio tasks with the standards. This includes scoring pieces of students' work with the new Vermont Math Rubric and Writing Rubric, and creating rubrics for self-assessment. There are opportunities to explore the new IBM Electronic Portfolio software and to apply PIVIT software for developing a standards-based unit. Participants should bring examples of student work, tasks they have created, and resources to develop their units of study.

GED 507 Integrated Social Studies: Breathing Life into *Vermont's Standards*

3 credits

Vermont's Framework of Standards and Learning Opportunities (VFSLO) provides a structure for Social Studies curriculum development at all grade levels. This course offers educators the opportunity to explore important social and historical themes, to use primary and secondary sources, artifacts, and literature to make connections among history, language arts, science, and the arts. The goals of the course are: to reinvigorate the educator's knowledge of history and the social sciences; to create a collection of interdisciplinary, standards-based lessons and materials; and to develop strategies for successful curriculum development using VFSLO.

GED 509 Integrative Curriculum

3 credits

This course is designed to offer a theoretical and historical overview of the concept of integrative curriculum as well as many practical applications, including designing a curriculum unit based on the *Vermont Standards*. Specific topics studied include: multiple intelligences, learning styles, brain based learning, interdisciplinary thematic curriculum, and curriculum integration models.

GED 511 Fundamentals of Curriculum 3 credits

This course explores a variety of perspectives on the meaning of curriculum. It examines the psychological, philosophical, historical, and sociological roots of curriculum frameworks that underlie contemporary educational systems. Theory is linked to contrasting practical models for curriculum planning, design, implementation, and evaluation.

GED 512 Educational Technology for Math and Science in the 3 credits
Secondary School (7 - 12)

This course focuses on the pedagogical and practical issues surrounding implementing educational technology in secondary math and science classrooms. Participants receive hands-on experience with a broad variety of hardware and software using specific classroom applications including: graphing calculators, data collections devices, graphing software and spreadsheets, databases and system modeling software, and software to capture and analyze digital images, audio, and video. This course is appropriate for novices or advanced users; however, word processing experience is a must.

GED 516 Teacher as a Decision Maker 3 credits

This course provides an analysis of the role of teacher in contemporary education that includes at least 30 hours of focused observation. Students explore and challenge assumptions about education and society, and examine decision making in relation to management, curriculum, motivation, instruction, and *Vermont's Framework of Standards and Learning Opportunities*. Reflective and critical practice are emphasized. Assignments include readings, observations, essays, and in-class teaching experiences and activities.

GED 517 Building A Collaborative School Culture 3 credits

This course looks at the concept of school culture and examines the ways in which schools define, build, and reflect the school's culture. Taking both a historic and contemporary view, the course would address the conditions under which school culture changes over time and how those changes are influenced by the larger community. We will attempt to understand the impact of school culture on both student achievement and professional development, with a particular focus on the difference between a traditional school culture which values autonomy and a more contemporary school culture which values collaboration. The role of administrator and teacher leadership will be a primary focus, and participants will be expected to do an in depth case study on some aspect of school culture. The structure of the course is designed to investigate the theory and research base of school culture during the summer sessions and then to apply that knowledge to a case study during the fall term.

GED 518 Adolescent Development 3 credits

This course provides an analysis of early, middle, and late adolescence through an exploration of cognitive, social, emotional, moral, and physical development. Students explore disturbances and stresses common to the period of adolescence, especially as these affect middle and secondary school students. Critical aspects of adolescent culture are examined. Assignments include: readings, essays, and small group discussions.

GED 519 Child Development 3 credits

This course acquaints students with the processes involved in the development of children. Students follow the physical, cognitive, language, social, and emotional development of children from infancy through school age and develop strategies for applying theoretical principles to the development of curriculum.

GED 521 Language Arts and Social Studies in the Multiage Classroom 3 credits

The primary purpose of this course is to provide participants with an understanding of the language arts and social studies programs within a multiage/multilevel classroom. What is taught? How is it managed? What are some methods that teachers use? What are some issues that arise over the teaching of these areas? What research is helpful for planning such a program? How might it be integrated with other subject areas? These and many other questions are addressed throughout the semester. Emphasis is on exploring *Vermont's Framework of Standards and Learning Opportunities*, designing activities/lessons, and developing strategies that incorporate "best practices" of teaching. Assessment and evaluation are an integral part of the planning process.

GED 522 Teaching Literacy in the Elementary School 3 credits

Current research related to literacy acquisition and instruction is presented with a focus on the close relationship between reading and writing. Information about how to select and use children's literature as a vehicle for teaching these literacy skills at the elementary level is a primary emphasis.

GED 524 Middle Level Curriculum 3 credits

Curriculum, instruction, and assessment strategies developed to meet the unique needs of middle level students form the basis of this course. Participants explore a variety of interdisciplinary and integrated approaches to curriculum planning and classroom instruction. Content, concepts, and skills of the disciplines can be addressed through integrated themes that merge local school curricula and state standards with topics that come directly from students' questions and concerns. Through independent projects and collaborative teamwork, participants gain both conceptual and logistical understanding about meeting the learning needs of middle grades students. This course may be applied to requirements for the middle level endorsement. *Previously: Thematic Integrated Curriculum*

GED 527 Multicultural Education: Foundations, Issues, and Practices 3 credits

In this course we examine the foundations of multicultural education in terms of the tensions which exist between diversity and unity, individualism and community, tolerance and respect, and high expectations and full inclusion. We explore policy issues and practices through the use of case studies, drama, and readings drawn from a wide range of disciplines, sources, and perspectives. Emphasis is placed on multiple modes of expression and understanding, and we attempt to broaden definitions of communication towards inclusion, connection, and justice.

**GED 528 Practical Management and Curriculum in the Multiage/
Multilevel Classroom 3 credits**

This course provides participants an opportunity to review and synthesize philosophies, research, and approaches into a manageable plan for the multiage/multilevel classroom. Questions addressed include: How do educators find the time and/or space to teach process writing, math, social studies, science, etc., include the multiple intelligences, and take into consideration varying learning styles? How does one teach to the students rather than to a graded curriculum? How does the teacher integrate special needs students on a day-to-day basis, and share technology with 25 children at a time? What are the practical behavioral and classroom management procedures that enhance and support the philosophical perspectives of the teacher? Participants create individual professional plans with self-defined directions for use in their professional portfolios and careers. *Formerly: Multiage Classrooms*

GED 529 Student Directed Learning 3 credits

Citing demands for the 21st century, educators, parents, community, and business leaders emphasize the need for skills and understandings of life long learning yet few people understand what this really means or how it translates into current teaching/learning models. This course introduces participants to the historical traditions that paved the way for student directed learning, offers a context in which to discuss the advantages of student directed learning, and offers access to classrooms that model student directed learning. Through readings, discussion, and field study, participants design their “next steps” for moving toward a more student directed learning environment. Participants are actively involved in designing and assessing their projects related to this topic.

GED 530 Reading, Writing, and Literacy in the Content Area 3 credits

In this course students examine applications of reading, writing, and literacy development through theory and resource analysis, problem solving, and curriculum planning. Cognitive aspects of reading and writing development are emphasized. Students explore and design approaches for the concurrent instruction of reading, writing, and literacy skills within their content areas, as demanded by today’s classrooms. *Vermont’s Framework of Standards and Learning Opportunities* is reviewed and integrated throughout the course, and students create ways to address the standards in the secondary classroom and curriculum.

GED 531 Approaches to Reading Instruction 3 credits

This course explores structural and holistic approaches to reading instruction in the elementary school classroom. Practical teaching strategies are demonstrated, and students learn how to implement each approach in the classroom. Students are expected to become familiar with pertinent research, and the strengths and weaknesses of each approach studied, including analytic and synthetic methodologies.

GED 533 The Illustrated Book: Words and Pictures 3 credits

In this hands-on course, students will learn how to transfer ideas and stories into picture books. By exploring the relationship of text and visual images, reflecting on current

trends in children's literature, and discussing the history and business of printing and bookmaking, participants will come away with a thorough experience investigating the illustrated book. No previous art making skills are required, just the passion to bring stories alive for children.

GED 534 Assessment and Instruction in Reading 3 credits

The emphasis is on the use of informal language-related tests to analyze the needs of children with reading difficulties. A diagnostic scheme is presented using the information from information tests and some standardized tests, then a remedial program is created to follow the diagnosis. The diagnosis should be implemented using the time and materials available to a classroom or special needs teacher. This course provides a model for the classroom teacher to use in analyzing a child's reading problem and then doing something about it. *Formerly: Analysis and Correction of Reading Difficulties.*

GED 536 Reading and Making Connections with Adolescent Literature 3 credits

This course is designed to promote interest in a wide range of children's literature (grades K-9) by providing an opportunity to read and discuss recently published works. Participants will examine the major genres of children's literature as exemplified in picture books, early chapter books, novels and works of non-fiction, and produce written responses to the literature. The culminating project is a class presentation based on various themes drawn from both class and outside reading.

**GED 539 Reading and Making Connections:
A Survey of Children's Literature 3 credits**

This course is designed to promote interest in a wide range of children's literature (grades K-9) by providing an opportunity to read and discuss recently published works. Participants examine the major genres of children's literature as exemplified in picture books, early chapter books, novels, and works of non-fiction, and produce written responses to the literature. The culminating project is a class presentation based on various themes drawn from both class and outside reading. *Formerly: A Survey of Children's Literature.*

GED 541 The Caring Classroom: Skills for Building Community 3 credits

Educators know the frustration of blending a diverse student population into a harmonious and productive classroom and school environment. This course explores on a personal and professional level the impact of cultural and family conflict on the moral development of children and the resulting effect in our classrooms. Participants define and learn to promote the social and emotional skills that contribute to peaceful school and family environments. Conflict resolution, mediation strategies, and program implementation are integral to the course.

GED 543 Integrating Science into the Elementary Curriculum 3 credits

The course focuses on the teacher as a facilitator of scientific inquiry and problem solving in learning environments recognizing developmental and learning-style differences. The relationship between process learning and content is addressed together with current technology tools and other practical applications for the classroom. Concept

acquisition is illustrated through a range of topics such as: color, light, density, energy, machines, animal behavior, life cycles, rocks and minerals, change and evolution, and ecology. Participants research and develop curricula, themes, and projects for integration into classroom programs.

GED 544 The Moral Dimensions of Education

3 credits

This course addresses a number of educational policies and practices from the perspective of moral discourse. The basic assumptions of the course are that education and schools, as social, political, and cultural institutions, are inherently and inevitably moral in nature and that educators are required not only to be critically aware of the moral character of their practice, but also to struggle with the quality of their moral affirmations. Topics to be examined include: grading, tracking, teacher evaluation, standardized curriculum and testing, the teacher as a moral agent, and historical perspectives of the schools' role as transmitter of a moral order.

GED 545 Human Development: Child and Adolescent

3 credits

This course introduces students to major theoretical perspectives and theorists concerning human development from birth through adolescence. Students explore perspectives which address physical, emotional, intellectual, linguistic, aesthetic, moral and spiritual dimensions of the developing person with a particular focus on how these relate to educational concerns.

GED 547 Secondary Curriculum Planning

3 credits

This course offers current and prospective secondary educators the opportunity to increase their knowledge of content area curriculum design. We will critically examine and apply learning theory, instructional strategies, content knowledge, and *Vermont's Framework of Standards and Learning Opportunities* while constructing lesson plans and content area units. Together, in an interactive learning environment emphasizing reflective thinking, writing, dialogue, and collaboration, we will explore the integral role of curriculum in fostering student learning and growth.

GED 552 Teaching and Assessing through the Multiple Intelligences

3 credits

Howard Gardner's theory of multiple intelligences is the basis for this course which shares diverse instructional models, assessment strategies, and curricular design approaches for kindergarten through college educators. Participants experience either an introductory or advanced level depending on their previous familiarity with the theory. There are opportunities to pursue in-depth study of the various intelligences by participating in dance, drama, visual art, music, and creative writing experiences. This course is open to participants of previous years' institutes and new participants.

GED 553 Reading, Spelling, and Phonology

3 credits

The course explores basic linguistic processes associated with reading, spelling, and writing acquisition. Designed for teachers of language and reading skills, this course a) familiarizes students with phonetics, phonology, and orthography, b) examines the development of decoding and spelling skills, and c) examines the relationships between lower level and higher level language functions in good and poor readers.

GED 556 Telecommunications and the *Vermont Standards* 3 credits

This course focuses on the Internet and *Vermont's Framework of Standards and Learning Opportunities*. Educators learn the skills necessary for electronic communication and to access the wealth of resources on the "Information Highway." These experiences are then transferred into classroom lessons and activities that support the knowledge and skills in *Vermont's Framework of Standards and Learning Opportunities*.

GED 558 Introduction to Educational Research 3 credits

This course introduces students to the broad range of educational research, develops critical skills needed for analyzing research studies, and provides intensive assignments directed toward writing a literature review. Among the skills students develop are the abilities to: access and synthesize information from multiple source, choreograph a research project, and write a literature review.

GED 559 Advanced Applications of Multiple Intelligences 3 credits

This course allows students with an introductory knowledge of multiple intelligences theory and practice to move to a more advanced level. The focus will be on assuring not only that students are instructed and assessed in multiple ways, but also that they are able to acquire and apply in-depth knowledge. Advanced applications and successful programs will be featured. This course is open to those students who have taken a previous institute or course on multiple intelligences, or to those who have read one or both of Howard Gardner's two books on the subject: *Frames of Mind: A Theory of Multiple Intelligences* or *Multiple Intelligences*.

GED 560 The Reading Process for Teachers 3 credits

This course is designed for beginning teachers (pre-service) who are completing licensure requirements, and for current teachers who wish to update their knowledge and practice. Topics such as: the reading process, reading comprehension, diagnosis of reading difficulties, teaching reading and study skills, and readability are covered by the entire class. Other topics pertinent to specific age or grade levels are discussed in small group settings, with differentiated assignments for teachers of similar interests. Examples of these topics include: methodology in whole language instruction, phonics, a basal reading approach, integrating reading and writing, and developing study guides in content areas.

GED 562 Thesis Research 3 credits

This two-semester independent study course provides support for students as they write a thesis. Students choosing this option need to have a topic and research project in mind at the time they register for the course. The thesis should build upon knowledge the student has gained in his/her M.Ed. concentration. Upon registering for GED 562, the student completes a form describing the thesis topic and research and meets with his/her academic advisor to discuss plans for the thesis, after which a thesis advisor is assigned.
Prerequisite: GED 558 Introduction to Educational Research, or permission.

GED 563 School Law**3 credits**

This course reviews federal and state laws applicable to public schools, including those regarding liability, labor relations, special education, discipline, content of curriculum, treatment of students with highly infectious diseases, and privacy. In addition to discussion of relevant law, the course introduces students to the legal process, including trial court proceedings, administrative hearings, the collective bargaining process, and the legislative process. Course materials include excerpts from selected federal and state statutes and copies of court decisions.

GED 564 School Finance**3 credits**

The purpose of this course is to acquaint students with the national, state, and local practices in educational finance including the impact of Vermont's new equal education opportunity legislation (Act 60). Students examine four major areas: budgets, negotiations, construction, and operations. In-depth analysis of school accounting procedures are not included.

GED 569 The Art of Bookmaking**3 credits**

This course will explore the book as a unique form of creative expression. Participants will work through several book structures with the instructor that will serve as models and inspiration for individual or classroom use and explore the interplay of content, structure, and materials in the book form through an independent inquiry project. Readings and discussions will focus on our own personal histories as readers and book users, as well as the value of bookmaking to us as individuals and in our work with children. This course is designed as an introduction to bookmaking and is open to those with or without bookmaking experience.

GED 572 Leadership and Supervision in School Administration**3 credits**

In this course students explore images and models of leadership and their own beliefs about the complex and evolving role of administrators in today's school. They examine the interplay of the leader, the led, and the context, with a focus on the role of the principal as the developer of people and organizations. Students reflect upon their own values and draw upon their own experiences as they explore the theories and practice the behaviors essential to good leadership. Topics include: leadership styles and contexts, supervision and evaluation of staff, creating vision and facilitating changes, and the ethical administration of schools.

GED 575 Spirituality and Education**3 credits**

Just what is spirituality and what does/should it have to do with education? Differing beliefs about spirituality are implicitly present in educational environments, whether or not they are acknowledged. In this course we will investigate diverse perspectives on spirituality and the implications of these for teaching and learning. Topics covered will include: an historical perspective; the relationship of spirituality to religion, morality, mysticism and psychology; current controversies; and theoretical and practical curricular applications. This course is relevant for all educational levels and types of educational environments.

GED 579 Information Literacy: Researching Electronically 3 credits

This course equips students to be online researchers and evaluators of electronic information. Strategies for the effective use of search engines, subject specific sites, interactive media, Usenet Newsgroups, and Listserves are featured for Internet information resources. Search methods and understanding database design and system delivery are covered for multimedia CD-ROM, electronic indexes, and full-text databases. Methods of organization and dissemination of electronic information are covered in Web site design, PowerPoint, and email. The content, effectiveness, and documentation of electronic information is critically analyzed. The issues of copyright, privacy, and censorship in an electronic environment is examined as it relates to each participant's area of study.

GED 581 Management of Emotional/Behavioral Problems in the Mainstream Classroom 3 credits

This course examines behavioral, cognitive, social/interpersonal and environmental factors to consider in assessing and developing interventions for children and adolescents with emotional/behavioral disorders in the mainstream classroom, and throughout the school environment. Methods and strategies are stressed using specific case examples and classroom observations. *Formerly: Environmental Management of Behavioral Problems*

GED 582 Advanced Uses of the Internet 3 credits

The Internet and World Wide Web provide opportunities to affect learning and promote process innovation. This is one of the most valuable resources of the new global digital economy. Using the Internet, you will develop web based resources to enhance learning opportunities and administrative innovation; to promote professional development and distance learning; and to gain a thorough understanding of the technology and issues which drive the Internet. *Prerequisite: Basic web page design, e-mail and word processing, or permission of instructor*

GED 584 Technology Planning for Vermont's K-12 Schools 3 credits

This course uses discussion and case studies to analyze models of educational technology systems in K-12 schools. Topics of discussion include applications of technology in education, infrastructure design, technology planning, management, support and training system models, hardware/software selection issues, state requirements, and other issues such as gender equity, student access, and security. This course is appropriate for teachers, administrators, and technical support personnel who are concerned with advancing the systemic use of educational technology in their district.

GED 588 Hard Disk Management for Windows 3 credits

This hands-on course is designed for the intermediate to advanced computer user. Topics covered include: formatting hard drives, becoming familiar with Windows 95, installing software, hard disk management, and utility programs.

GED 589 Information Technology: Influences on Learning 3 credits

This course covers the history and philosophy of computer and telecommunications technologies in public education over the past 15-20 years. Students will examine the pros

and cons of increasing technology use as discussed in the current literature. Following this introduction, students will explore a variety of resources reflecting best practices for integrating technology in to elementary and secondary classrooms. Each student will develop a Standards-based unit plan incorporating a significant technology component.

GED 596 Multimedia Technology

3 credits

Multimedia, computer, and communication technologies are evolving into very powerful educational, training, and business tools. These technologies will change the way we view and present information. This course provides an introduction to at least the following: microcomputers, computer projection devices, CD-ROM, videodiscs, IBM InfoWindow, telecommunications, networking, electronic mail, and computer conferencing. Students develop and use some of these technologies in their course projects and presentations.

GED 597 Integrating Technology into the Curriculum

3 credits

This hands-on course provides an introduction to using technology in the classroom. Workshops, discussions, and presentations provide the framework for students to explore and learn to use hardware and software. Technology's role in the restructured classroom is modeled and discussed. Using an individualized approach to learning, students are responsible for setting personal technology goals, and self-assessing their progress. Students are evaluated through participation and quality of work. Work on computers outside of class time is necessary to complete course requirements.

GED 598 LOGO

3 credits

LOGO is a computer language that is widely used in schools to help students learn critical thinking and problem solving skills. This course offers a wide variety of LOGO activities centered around its use as a teaching tool. Most activities are directed toward elementary and middle school grades. The students use Lego Dacta Control Labs and LOGO Writer to write programs to run their Lego constructions.

GED 600 Advanced Integrating Technology into the Curriculum

3 credits

This hands-on course provides a follow-up to previous Integrating Technology into the Classroom courses, with special emphasis on applying concepts learned in Integrating Technology to develop student uses for technology in the curriculum. Workshops, presentations, discussions, hands-on experiences, and research provide the framework within which students consider philosophical issues regarding technology's role in education while developing technology-based curricula. Using an individualized approach to learning, students assume responsibility for setting personal technology goals to direct their learning and assess their growth. Growth will be measured through student projects and portfolios. Additional time on computers (beyond class time) is required to complete course requirements. *Prerequisite: GED 597 or permission of instructor*

GED 601 Understanding Students with Emotional-Behavioral Disabilities

3 credits

This course provides an introduction to instructional and behavior strategies for students with emotional-behavioral disabilities. The course emphasizes understanding problem behavior, characteristics of students with this disability, and Vermont's guidelines for the

identification of students with emotional-behavioral disabilities. Recent initiatives toward maintaining students within a regular school setting are examined.

GED 602 Relationship in the Classroom for the Child with a Severe 3 credits
Emotional Disturbance

This course focuses primarily on how to use yourself as a valuable resource in developing and maintaining relationships with the child having emotional disturbances. Some of the areas covered include: ways to individualize for a child's emotional needs; ways to listen, understand, and interact more productively with children; and ways to look at the individual as part of the group process.

GED 603 The Service Delivery System for Children 3 credits
with Severe Emotional Disturbances

This course examines the overall service delivery system for children and adolescents, and their families, who are experiencing a severe emotional disturbance. We look at the network of service delivery from the federal government level to the state and community level. We cover state/federal legislation as well as social/public policy. Several Vermont systems that provide services for these youngsters are considered, such as, Education, Mental Health, Child Welfare, and Corrections. The focus is on how these different agencies interact with one another and how each function separately in the delivery of services to children and adolescents ages 0-21. Students leave this course with a thorough understanding of the mental health needs of children and the Vermont System of Care that addresses those needs. (Offered every other year.)

GED 604 Teachers Writing, Writing Teachers: A Writing 3 credits
Workshop For K-16 Teachers Across Disciplines

One of the best ways to learn new methods for teaching and using writing across the curriculum is to experience those methods first-hand: by writing. In this course, students develop their own writing while experiencing various approaches to process, form, and style, as well as ways of responding to and assessing writing. Open to teachers at all levels and in all areas.

GED 612 Mathematics: Instruction for Understanding 3 credits

This course describes the nature of math learning, considers characteristics and diagnosis of math learning problems, and introduces participants to a range of techniques for instruction. This course is geared toward the K-8 curriculum, with a focus on the elementary level. Students design and implement assessment and instructional procedures as part of a two-week practicum.

GED 613 Mathematics in a K-8 Classroom 3 credits

This course provides the opportunity for students to learn mathematical content and processes using the NCTM Standards and *Vermont's Framework of Standards and Learning Opportunities* and the developmental guides. Participants design units with particular emphasis on "concrete" learning tasks, utilization of manipulatives, and connections to other content areas. Assessment and program evaluation are developed by answering the question, "What evidence is there that students understand concepts and

can apply their knowledge to life situations?" This course combines theory with practical application, developing materials to use in the classroom.

GED 614 Understanding the Basics of Learning Disorders 3 credits

This introductory course is designed for educators and school psychologists. The focus is on the techniques used by neuroscientists to investigate brain-behavior relationships, particularly as they relate to verbal learning disabilities and dyslexia, nonverbal learning disabilities, disorders of attention and memory, neurological disorders and the effects of brain injury. The purpose of the course is to familiarize practitioners with neuropsychological evaluation, the interpretation of test reports, and a framework for assessment and intervention. The class includes readings, discussion of current research, an overview of tests, and case study evaluation.

GED 615 Affective Education in the Classroom: 3 credits
Education From the Heart

How can you begin the next school year with more awareness, insight, and hope? This class will explore ways to enhance our emotional well being and us. It will stress methods of how to apply this philosophy to students of all ages. This course will be based on experiential learning and an introspective approach to children, adolescents, and adults. Educational renewal will evolve from individual and group renewal. "Affective Education" will be explored with guidelines to make this more usable in our schools. This is an intensive one-week course with an individualized project built into the week's work. The project will help to make class material applicable to each student's particular needs.

GED 616 New Directions in Assessment of Student Learning 3 credits

This course explores new ways of assessing student learning, with particular emphasis on the *Vermont's Framework of Standards and Learning Opportunities* and the new statewide comprehensive assessment systems. The course begins with a brief review of current assessment norms, and then turns to new directions in both authentic assessment and performance-based assessment. The focus is on both conceptual understanding and practical applications. Participants design, develop, implement, and evaluate authentic assessments, and explore issues involved in implementing these assessments in schools. The course concludes with a consideration of program assessment.

GED 617 The Changing Content Within the K-8 3 credits
Mathematics Classroom

The Vermont Framework of Standards and Learning Opportunities and the state comprehensive assessment system are the context for this mathematics course for practicing teachers. It focuses on exploring and learning mathematical content specific to the K-8 classroom: problem solving, statistics, geometry and measurement, arithmetic and number concepts, statistics and probability, and discrete mathematics. Participants experience the modeling of instructional strategies and "best practices." Exploration of assessment tools and current program evaluations answers the question: "How do you know that your students know?" *Formerly: Standards-Based Mathematics Curriculum, Instruction, and Assessment in the K-8 Classroom.*

GED 619 Environment and Education: Lessons From the Outdoor Classroom 3 credits

What is it about the outdoors that breathes life into learning experiences? This course is designed to help middle and high school teachers from all disciplines develop strategies to structure and guide the process of outdoor education. We will collaboratively develop a series of outdoor experience to support our investigation of the relationships between outdoor experience and individual and group learning. No experience with outdoor education required. A variety of approaches will be explored, including interdisciplinary learning, multiple intelligences, the *Vermont Framework of Standards and Learning Opportunities*, reflective practices, critical readings and direct outdoor experiences. Each participant will focus on environmental resources in their area, and will create, implement and reflect upon a standards-based outdoor classroom learning plan.

GED 620 Science and Mathematics in the Elementary Classroom 4 credits

This course provides participants with process skills and content knowledge in the areas of science and mathematics in elementary classrooms. *Vermont's Framework of Standards and Learning Opportunities* offers a model for effective standard-based teaching. Participants explore the roles of “scientist” and “mathematician,” integrating the two content areas to provide authentic, hands-on learning experiences. Participants learn actively and are responsible for developing lessons and units that demonstrate an understanding of the relationship among curriculum, instruction, and assessment. In addition, participants reflect on their own learning experiences as student and teacher. All participants are required to create a developmentally appropriate standards-based unit integrating science and mathematics.

GED 624 Visual Approaches to Teaching Mathematics 3 credits

Through the use of manipulatives, models, sketches and diagrams, students develop an understanding of mathematical concepts and processes. In doing the activities, students have the opportunity to experience mathematics in a rich and meaningful way by creating a conceptual basis for further study. At the same time, they become versed in a thinking style that is a hallmark for productive thinking in many areas. This course is appropriate for teachers of middle school students.

GED 631 Development, Learning, and Individual Differences 3 credits

This course examines cognitive and social development across the life span, considering how development impacts on learning at all stages. Students carry out observations to assess a student's developmental level and plan appropriate intervention or instruction. The developmental perspective is compared to other frameworks for understanding individual differences. *Formerly: Development and Education.*

GED 632 Diagnosis of Learning Problems 3 credits

This course is designed as an introduction to the differential diagnosis of learning disabilities and other mild learning handicaps. Basic principles of assessment and measurement are reviewed. Emphasis is placed upon analyzing the nature of tasks that assess academic achievement, learning style, and cognitive abilities so that the unsuccessful learner's strengths and weaknesses may be discerned. Actual cases are used

to demonstrate these principles. *Prerequisite: Special Education Degree or Concentration or permission of instructor.*

GED 633 Legal and Professional Issues 3 credits

This course provides background in the legal rights and requirements that affect learners with disabilities and their families. Students explore models for providing services to individual students in a variety of settings. The interpersonal aspects of the special educator's job and current issues in special education are discussed.

GED 634 Consultation and Collaboration in the Schools 3 credits

This course provides educators and special educators with the framework and skills necessary for cooperation and collaboration among students and adults in the elementary and secondary school. Participants must be able to work with groups of students in a school or similar setting.

GED 635 Middle Grades Summer Institute 3 credits

This institute is a highly participating, reflective, collaborative experience aimed at improving learning and teaching in the middle grades (5-8). The institute provides a number of options from which participants build personalized schedules around intensive strands designed to address individual goals. Those wishing to earn credit toward Vermont's Middle Grades Endorsement and need to address the area of middle level curriculum and instruction or middle level organization may design a plan to do this.

GED 638 Mainstreaming 1-3 credits

One, two or three credit courses designed to help teachers meet the needs of mainstreamed students. Topics have included Mainstreaming: Phonological Awareness Assessment and Training, and Classroom Interventions for Children Diagnosed with Attention Deficit Hyperactive Disorder.

GED 640 Language and Learning 3 credits

This course considers how deficits in language acquisition and usage affect a student's ability to learn in the classroom. Problems with vocabulary, sentences, and discourse are viewed from a framework that examines the structure of language, the ability to process verbal (oral and written) instruction, and the abilities necessary to use language for communication and for learning.

**GED 641A Instruction of Students with Learning Problems:
Elementary Level 3 credits**

This course provides an in-depth study of sound instructional practices and materials to use with unsuccessful learners, based on an analysis of the learner's strengths and weaknesses. Methods used to teach reading, spelling, study and writing skills are covered. The emphasis is on working with students in elementary school. This course includes a practicum.

GED 641B Instruction of Students with Learning Problems: Middle and Secondary Level **3 credits**

This course provides an in-depth study of sound instructional practices and materials to use with unsuccessful learners, based on an analysis of the learner's strengths and weaknesses. Methods used to teach reading, spelling, study and writing skills are covered. The emphasis is on working with students in middle and secondary schools. This course includes observation in schools.

GED 648 Integrating the Arts into the Curriculum **3 credits**

This course is designed to give educators the knowledge and skills necessary to integrate and assess the arts in any area of the curriculum. Integrated curriculum theories, creative instructional strategies, specific links to other "subjects," the *Vermont's Framework of Standards and Learning Opportunities*, Arts Assessment Project, and model programs where the arts are central to learning are examined. Participants are expected to develop, implement, and evaluate their own arts curriculum.

GED 649 Arts: The Creative Process **3 credits**

Participants are guided to explore the creative aspects (as opposed to advanced craft or technique) of many different art forms including: writing, drawing, mask-making, music composition, acting, storytelling, dance, and choreography, to awaken their imaginations, reflect on their personal histories with making art, and discover new avenues of self-expression. Through their intensive involvement in the arts, students deepen their understanding of the creative process and its inherent value in the education of the whole person and the whole child. This course is equally appropriate for those who identify as artists and those who do not.

GED 651 Hands on! Learning In and Through the Visual Arts **3 credits**

Classroom teachers and arts teachers are invited to explore and celebrate the power of the visual arts. Through hands-on activities participants will experience art making in a variety of mediums, learn how to compose and integrate standards-based lesson designs and authentic assessment, and make connections to interdisciplinary themes. With guidance and support, participants will work on technique and vision. Projects will be applicable to both the classroom and to one's growth and enrichment as an artist.

GED 653 Adult Development and Learning **3 credits**

This course provides participants with an opportunity to examine adult learning through a developmental approach. Topics include life, age, and stage development theories, and approaches for fostering growth and change in various contexts. Students explore theories and experience through reflective thinking, writing, and dialogue in order to develop an understanding of how they may apply course learning to their professional settings, including educational institutions. *Formerly: Adult Development: Theory and Practice.*

GED 654 Adult Education: Theory and Practice **3 credits**

Recent research indicates that an increasing number of adults are requesting education and/or training at every level, yet educators rarely focus on the possibilities and

challenges presented specifically by adult learners. Paulo Freire defines praxis as the true union of reflection and action. Our praxis includes exploration of teaching methodology and skills in a wide variety of adult learning situations, including literacy programs, the workplace, and higher education. Students develop methods and models appropriate to the current and/or prospective setting of participants, and experiment with techniques together. In addition, there are guest presentations by adult education practitioners.

GED 655 Using Standards in the Classroom: Integrating Curriculum, 3 credits
Instruction and Assessment

The relationship between assessment, instruction, and curriculum in context of the new standards and *Vermont's Framework of Standards and Learning Opportunities* suggests new ways to define learning, teaching, and assessing of student performance, as well as the evaluation of curricula. It is the intent of this course to give the participants a practical and conceptual understanding of standards-driven learning and teaching by developing a unit of study, an assessment plan, and a variety of performance assessment tools. Teachers and team leaders who are involved with district curriculum task forces have the opportunity to evaluate their local curricula, develop a survey and a needs assessment document, identify gaps and overlaps, and develop an action plan.

GED 658 Developmentally Appropriate Practice: 3 credits
The Child as Curriculum (P/K - 4)

This course focuses on the study of child development research and theory, and the implications of this knowledge as it relates to the design and implementation of a child-centered curriculum for grades pre/K through four. Topics such as: learning styles, multiage grouping, use of space and time, project work, developmental assessment, and conferencing with parents are included.

GED 661 Designing Programs for Children with Learning 3 credits
Disabilities/Problems

Students design, implement, and evaluate instructional programs for learning disabled and other mainstreamed learners with disabilities. This is a school-based practicum for students in the Special Education Program. *Prerequisites: GED 632 633 641*

GED 662 Implementing and Evaluating Instructional Programs 3 credits

Students design, implement, and evaluate instructional programs for students with learning problems. They work in school-based teams to conduct comprehensive evaluations and develop IEPs. An emphasis of this course is on developing partnerships with the families of students who receive special education services. This is a school-based practicum for students in the Special Education Program. Limited to students completing the Special Education Program. *Prerequisite: GED 661*

GED 664 Implementing a Consulting Program in the School 3 credits

Based on the knowledge learned in GED 634, students refine, extend, and apply the skills and strategies to function as a competent consultant and collaborative team member within school and community settings. The course focuses on promoting shared leadership and responsibility, communication, problem solving and conflict resolution strategies associated with the process of school change, and the development of adult

collaborative teams. Students spend significant time working in teams to gain new information, practicing skills and strategies, and applying problem solving to “real life” challenges. Students implement a project in their professional setting utilizing the skills and strategies outlined above. Limited to students completing the Special Education Program. *Prerequisite: GED 634 (GED 633 also recommended).*

GED 666 Middle School Readers and Books

1 credit

An opportunity for teachers of grades 4-8 to become acquainted with recent children's literature, this course focuses on powerful books that form the basis for a school literature program or integrated into thematic cross-disciplinary units. Fiction and non-fiction are presented from recent DCF lists and school applications are discussed. Students are expected to read approximately 12 children's books and complete a paper or project.

GED 667 Drama as a Teaching Tool

3 credits

Drama is a neglected area in the school curriculum and yet it is one of the most engaging tools an educator can employ. Designed for all levels of acting and teaching experience, this course presents ways to integrate drama into K-12 curriculum of literature, social studies, and science. Techniques presented bring lessons to life and allow educators to respond effectively to different learning styles and intelligences. Topics include creative drama activities, theater games, teaching in character, and developing improvisations into plays.

GED 668 Wishes and Dreams

1 credit

This course is an introduction to poetry for children from early childhood through the middle school years. Emphasis is on awakening children to the delights of hearing, reading and writing poetry, and helping parents and teachers develop ideas about how they can guide children in this process.

GED 669 Storytelling and Folklore

2 credits

In every culture around the world folktales have been passed from generation to generation through storytelling. Students revive this ancient art by studying different sources of traditional folklore and learning various presentation techniques. Emphasis is on the uses of storytelling and folklore in schools and libraries.

GED 670 **Bringing History and Literature to Life Through the Arts** **3 credits**

Taking its themes from the Flynn Theatre 1999-2000 student matinee season, this course will explore creative techniques designed to enliven historic era and pieces of literature and reach multiple learning styles. Class activities will demonstrate how drama, movement, music and art can be effectively used when addressing Vermont standard of history and reading comprehension. Participants will draw inspiration from the many resources of the Shelburne Museum - its historic buildings, extensive collection of artifacts and paintings, and access to a wide range of letters and diaries. An option for the final project will be to assist in teaching 1 - 2 days of one of the museum performing arts camps sponsored by the Flynn Theatre in July. The reading list will be available before the class begins. A \$20 materials fee is due upon registration.

GED 673 Special Topics in Arts Education**1 - 3 credits**

Courses are based on topics of current interest and are offered on a rotating basis. Examples include: Multicultural Arts, Integrating Dance into Curriculum. Many of these courses are offered in collaboration with the Flynn Theatre.

GED 671 Bookmaking for Educators**1 credit**

This course explores the art of bookmaking and the book as art. Educators from all disciplines make traditional and nontraditional books to be used with students of all grade levels. Participants explore visual and spatial intelligence to create unique books that demonstrate knowledge and concepts that become treasured products of authentic assessment.

GED 676 Perspectives in Children's Literature: 1985-1995**3 credits**

This course surveys the best children's literature since 1985, from picture books to young adult novels, with a focus on the variety of cultural viewpoints (both within and outside the U.S.). Topics such as families, AIDS, truth and honor, space exploration, the Vietnam War, city life, and South Africa are explored for a range of ages, using both fiction and non-fiction. Students read extensively; a list of core books will be available upon registration.

GED 677 Social Foundations of Education**3 credits**

This course introduces and engages current and prospective educators to the sociology, philosophy, and history of education as applied to current and future educational systems in the United States. Readings and other course resources present a variety of perspectives, and issues are discussed in terms of the problems and possibilities of transformative education in our society. Emphasis is placed on the questions of school purpose, the nature of knowledge as practiced and understood, and the tensions between transmission and transformation of the culture.

GED 678 Aesthetic Perspectives on Culture and Education**3 credits**

This course is designed to help students understand and critique the cultural images which shape and give meaning to aesthetic perspective. By juxtaposing narrative with myth, performance with ritual, truth with ambiguity, and beauty with wisdom, students examine the ways in which "aesthetics" impact educational choices. In addition, the aesthetic influences and dependency on social, economic, and political forces are encountered by engaging in creative expression, contemplative dialogue, imagination, profundity, play, and reflection.

GED 679 Summer Arts Institute**3 credits**

This week-long arts institute is designed for educators to explore the creative process and affirm the importance of arts to education and learning. Using the theme of "narrative," participants experiment in the performing and visual arts to discover how the arts embellish skills in communication, problem-solving, social responsibility, and self-esteem. In addition, participants explore the heart of interdisciplinary curriculum: integrating Arts, Social Studies, Language Arts, and Science. Innovative exercises to awaken imagination, critique and reflection, criteria and "standards," assessment, performance and exhibits will be embedded throughout the institute helping participants leave energized as artists

and curriculum designers. Lead by artists and educators, this institute welcomes K-12 classroom teachers and administrators with little or no experience in the creative process, as well as those art educators and artists who wish to investigate new mediums and instructional techniques.

GED 684 School and Community

3 credits

This course introduces current and prospective educators and administrators to the sociology of education, especially as regards American Schools in the present. Readings and other course resources emphasize a variety of perspectives. Particular emphasis is placed upon how these ideas inform decision-making in classrooms, schools, and society, and the roles of gender, class, and race in mediating definitions of equality and equity.

Formerly: School: A Social Institution

GED 685 Children's Literature: From Dinosaurs to Diodes

2 credits

This course focuses on the nonfiction genres of children's literature: biography and information. Several recent award-winning books comprise a reading list of approximately 15 children's books in the sciences, social studies, and related fields. These books are discussed with detailed curriculum applications. Students are expected to read new trade books in information and biography, become familiar with reviewing sources, and complete a paper or project documenting their learning.

GED 686 Independent Study

1 - 6 credits

GED 687 Directed Readings

1 - 6 credits

These two courses allow matriculated students to study special topics in depth. The student and instructor submit a proposed course description and an "Independent Study Learning Contract" to the Academic Advisor using guidelines provided by Graduate Programs in Education. After approval by the academic advisor, the course proposal must also be approved by the Director of Graduate Programs in Education. Registration must be completed by the third week of the semester.

GED 688 Practicum

3-6 credits

Practicum experiences allow students to apply theory in a setting related to their area of study. Enrollment is by special arrangement only.

GED 688A Elementary Practicum (K-6)

GED 688B Middle (5-8) & Secondary (7-12) Practicum

GED 688C Administrative/Principal Practicum and Portfolio

GED 688D Reading Teacher Practicum

GED 688E Klein Practicum

GED 688F Adult Education Practicum

GED 688G Arts in Education Practicum

GED 688H Information Technology Practicum

GED 688J ESL Practicum

GED 688K K-12 Art/Music

GED 689 Student Teaching Seminar**3 credits**

Taken concurrently with student teaching practicum (GED 688 A, B, J and K), this course focuses on methods and standards, teacher strategies, classroom discipline, management techniques, instructional strategy, collaboration, problem solving, assessment, and communication skills. Students complete their required portfolio for licensure during this course. Enrollment is by special arrangement only. *Formerly: GED 503 Middle and Secondary Teaching Methods and GED 515 Seminar in Classroom Management.*

GED 692 Seminars in Special Education**1 - 4 credits**

These are independently designed seminars, based on work done in a prior course.

Prerequisite: Relevant prior graduate course. Students pre-arrange this with the Director of the Special Education Program.

GED 695 Investigating Science and Loving It:**3 credits****Constructivist Science and Curriculum Connections**

The course is designed to help both the reluctant and experienced science teacher to encourage children to become avid learners. Participants explore constructivist teaching methods and how to integrate science throughout the elementary curriculum.

GED 696 Philosophy of Education**3 credits**

In this course, current and prospective educators explore the philosophical underpinnings of education in our society, and acquire the tools of the discipline to analyze current issues in schools. Readings and other course resources represent a wide variety of perspectives, including perennialism, essentialism, progressivism, and reconstructivism, and educators develop their own informed statements of educational philosophy. Particular emphasis is placed on the application of philosophy to school and classroom experience.

GED 698 The Diagnostic Process**1 credit**

This advanced seminar is designed for teachers and special educators who have taken the course GED 638C: Analysis and Synthesis of PsychoEducational Material (or permission of the instructor). Experienced educators will be provided with in-depth review of educational assessment instruments, including the administration, scoring, and interpretation of selected measures. Data from evaluations of students with learning disabilities will be reviewed to determine learning styles and implications for curriculum planning. Participants will be required to complete readings prior the course and be prepared to present and discuss actual case studies.

GED 699 Capstone Seminar in Graduate Education**3 credits**

This course is designed to support students as they complete their studies in the M.Ed. program. As their capstone experience, students will first investigate a topic in their field of interest. They then will complete both a paper and presentation demonstrating their in-depth understanding of this topic. Research skills, critique and reflection, and expressive presentations will be included in the course. Students are encouraged to bring a topic of interest to the first class. *Prerequisite: GED 558 Introduction to Educational Research.*

TEACHING ENGLISH AS A SECOND LANGUAGE

HISTORY AND PHILOSOPHY

The Saint Michael's College School of International Studies has provided graduate study in Teaching English as a Second Language since 1962. Its faculty averages more than 15 years of experience per person and its students have been drawn from more than 60 countries, including the United States. Students have a variety of teaching practicum options. They may work with students in the School's Intensive English Program, University Academic Program, specially designed programs for refugees and immigrants in Burlington, ESL programs for children in area public schools, or even in TEFL and bilingual education programs in many countries around the world. Graduate students also benefit from a reference collection in the Saint Michael's Library.

The approach of the program is to offer theoretical and methodological training integrated with practical coursework, which will allow graduates to assume instructional and administrative roles in programs of Teaching English as a Second or Foreign Language in the United States and abroad. There are currently four program options in graduate TESL/TEFL study: the Master's Program in Teaching English as a Second/Foreign Language (MATESL/TEFL), the K-12 ESL Endorsement Program, the Advanced Certificate Program in TESL, and the Institute in TESL. In addition, the School offers a non-credit intensive summer professional training program in TESL/TEFL: the Diploma Program. This 210-hour program covers all essential aspects of English language teaching from a practical classroom perspective.

OBJECTIVES

- To provide an overview of current linguistic and second language theory and practices
- To provide applied training in all areas of language skill instruction
- To provide experience in special areas such as testing, curriculum and materials development, and use of audio-visual techniques and equipment
- To prepare graduates to assume professional roles or pursue continued graduate study
- To prepare graduates with the cross-cultural competencies and sensitivity necessary to work with diverse national groups

ADMISSION TO MASTER OF ARTS IN TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE (MATESL/TEFL) PROGRAM

Applicants for TESL Graduate Programs must have a B.A. or B.S. degree with at least a "B" average from an American college or university or its equivalent from a foreign university. Applicants for whom English is not a native language must have a TOEFL score of 550 or higher (213 on the computer-based test). Those who lack the required English proficiency must follow an Intensive English program either at Saint Michael's or at some other institution and reapply before entry into the program.

Application Requirements

- A. Official transcripts of all undergraduate work, mailed directly from the institution(s) attended to: School of International Studies, MATESL Program,

Saint Michael's College, One Winooski Park, Colchester, Vermont 05439, U.S.A.

- B. Three letters of recommendation from persons qualified to assess applicant's attitude and preparation for graduate study.
- C. An application fee of \$25.00 payable in U.S. funds enclosed.
- D. A letter of support (for international students only).
- E. A statement of purpose.
- F. A recent photograph (optional).

DEGREE REQUIREMENTS

Students must successfully complete thirty-six (36) credits (11 courses) from the following:

Required Courses: (27-30* credits)

- GSL 500 Introduction to Language and Linguistics
- GSL 502 English Grammar
- GSL 506 Communication Skills (for non-native speakers)
- GSL 542 Theory and Method in Second Language Teaching
- GSL 543 Teaching of Oral Skills in ESL/EFL and English Phonology
- GSL 544 Teaching Reading and Writing in ESL/EFL
- GSL 604 Second Language Acquisition
- GSL 685 Practicum I: Seminar/Observation
- GSL 688 Practicum II: Classroom Teaching

Elective Courses: (9 or 6* credits depending on required course credits)

- GSL 503 Problems and Theory in Grammar
- GSL 520 Computer Assisted Language Learning
- GSL 562 Audiovisual Communication (non-computer) in ESL/EFL
- GSL 563 Content Based Instruction and English for Specific Purposes
- GSL 564 Literature in ESL/EFL
- GSL 565 Grammar in the Classroom
- GSL 575 Ideas that Work in TESL/TEFL
- GSL 600 English Vocabulary and Semantics
- GSL 601 Studies in American Culture
- GSL 602 Intercultural Communication
- GSL 605 History of the English Language
- GSL 608 Discourse/Error Analysis: Practical Implications for Second Language Teaching
- GSL 611 Sociopragmatics
- GSL 612 Bilingualism and Multicultural Education
- GSL 620 Testing and Evaluation in TESL/TEFL
- GSL 655 Language Learning and Assessment for Children
- GSL 670 Independent Study in TESL/TEFL
- GSL 689 Special Seminar in TESL/TEFL
- GSL 690 Thesis Research Seminar
- GSL 691 Thesis

*International students are required to take GSL 506, Communication Skills, as a core requirement.

Oral Exit Examination

As an opportunity to review all course work and synthesize information and ideas, each student must also complete an oral comprehensive examination before the end of the semester in which they intend to graduate.

Thesis Option

Students who desire the MATESL degree with a thesis will be required to complete a total of 39 credits which must include GSL 690, Thesis Research Seminar (3 credits), and GSL 691, Thesis (3 credits).

A thesis is a work of original research on a topic pertinent to the field of TESL/Applied Linguistics and must be written under the direct supervision of an MATESL faculty member. In addition to the thesis supervisor, a committee of two to four additional members, selected by the student in consultation with the supervisor, must approve the thesis. Two of the additional committee members must be Saint Michael's faculty and at least one of them must be an MATESL faculty member; additional members may be nominated either from Saint Michael's faculty or from other institutions.

Thesis-option students will be required to deliver a presentation of the results of their research in lieu of the oral examination required of non-thesis-option students.

A grade of "XT" (Extended for Thesis Work) is given at the end of the semester to a student enrolled in a thesis course when work on the thesis will continue in the following semester. To receive this temporary grade, the student must submit to the Registrar's Office a form, signed by the thesis supervisor, requesting the grade for the following semester. In addition to the semester following enrollment in the course, the student and the supervisor may request that the "XT" be continued for one more semester, after which, if the thesis is not complete, a grade of "NP" (No Pass) is assigned. The student will be charged the equivalent of one credit for each semester the "XT" grade is carried. Students who receive a grade of "NP" or those who withdraw from GSL691 may take the oral examination and receive the MATESL degree without thesis.

VERMONT TEACHING LICENSE WITH A K-12/ESL ENDORSEMENT

The School of International Studies, in conjunction with the Graduate Education Department, now offers a program of study to meet the competency requirements for a Graduate Teacher License/ESL Endorsement which qualifies successful candidates to teach ESL in the public schools of Vermont. This program is approved by the Vermont Department of Education, which has reciprocal licensing agreements with 37 other states. Graduate students in the School of International Studies may complete this program in conjunction with the Master's in Teaching English as a Second Language (MATESL) program. The following courses are the ESL endorsement core courses. Five additional courses (15 credits) from the Graduate Education Department, as well as a semester-long student teaching component (9 credits), are required for an initial teacher license.

Endorsement Core (27 credits)

- GSL 500 Introduction to Language and Linguistics
- GSL 502 English Grammar

- GSL 542 Theory and Method in Second Language Teaching
- GSL 543 Teaching of Oral Skills in ESL/EFL and English Phonology
- GSL 544 Teaching Reading and Writing in ESL/EFL
- GSL 520 Computer Assisted Language Learning
OR GED 597 Integrating Technology into the Classroom
- GSL 612 Bilingualism and Multicultural Education
- GSL 655 Language Learning and Assessment for Children

Graduate Education/License Core (24 credits)

- GED 516 Teacher as Decision Maker
- GED 509 Integrative Curriculum
OR approved curriculum course
- GED 677 Social Foundations of Education
OR GED 678 Aesthetic Perspectives on Culture and Education
OR approved foundations course

Choose (a) or (b)

- (a) GED 641 Instruction of Students with Learning Problems AND
GED 519 Child Development or GED 518 Adolescent Development
- (b) GED 634 Consultation and Collaboration AND GED 631 Developmental
and Individual Differences
GSL/GED 689 Student Teaching Seminar
GED 688J Student Teaching ESL in Public Schools

Candidates for the License/Endorsement are also required to meet a foreign language competency requirement.

Portfolio required for license - See Graduate Education Department advisor.

THE ADVANCED CERTIFICATE PROGRAM IN TESL

The Advanced TESL Certificate Program, an 18 to 21-credit sequence, is an option within the full MATESL Program. It is of particular interest for those who do not wish to pursue a full Master's program or who have special training objectives in mind. Certificate courses may be applied to the MATESL program. Admission requirements are the same as for the MATESL program. The Certificate can be earned over two summer periods or two semesters or on a part-time basis.

Required Courses:

- GSL 502 English Grammar
- GSL 506 Communication Skills (for non-native speakers only)
- GSL 542 Theory and Method in Second Language Teaching
- GSL 543 Teaching of Oral Skills in ESL/EFL and English Phonology
- GSL 544 Teaching Reading and Writing in ESL/EFL
- GSL 685 Practicum I: Seminar/Observation

THE INSTITUTE IN TESL

The Institute is a ten-credit professional program for prospective teachers of English as a Second Language. The Institute is intended for students who desire a

short-term training opportunity for special study of the phonology and syntax of English and of methods, procedures, and techniques for teaching English as a Second Language. Institute courses may be applied to the MATESL program. Admission requirements are the same as for the MATESL program.

Required Courses:

- | | |
|---------|--|
| GSL 500 | Introduction to Language and Linguistics |
| GSL 542 | Theory and Method in Second Language Teaching and |
| GSL 543 | Teaching of Oral Skills in ESL/EFL and English Phonology |
| OR | |
| GSL 544 | Teaching Reading and Writing in ESL/EFL |

DIPLOMA PROGRAM IN TESL

The Diploma Program is a non-credit intensive, eight-week professional training program offered in summers for prospective teachers of English as a Foreign or Second language. It covers all essential aspects of English language teaching from a practical classroom perspective, including language teaching principles, methodology, skills development and lesson planning.

Admission Requirements for Diploma Program

Applicants must have a minimum of a high school diploma. A TOEFL score of 550 or higher (213 on computer-based test) is required for applicants whose native language is not English.

Required Courses

The program is divided into three component parts that must be taken in sequence: an Introduction to TEFL/TESL Methodology, English Language Teaching, and Practicum.

Part 1: Introduction to TEFL/TESL Methodology (60 hours)

This 60-hour course meets for six hours per day. It focuses on the learning process, introduces methodological principles, and surveys the field of Teaching English as a Foreign or Second Language.

Part 2: English Language Teaching (120 hours)

Part 2 consists of four modules: Integrated Skills, English Grammar, Planning and Management, and Technology. It familiarizes trainees with the structure of English and its component skills, teaching techniques, and the use of appropriate resources. The Planning and Management module prepares students for their teaching practicum in Part Three.

Part 3: Practicum (30 hours)

The Practicum builds up from classroom observation and lesson analysis to supervised teaching in tutorial, small groups, and large group contexts. It includes lesson preparation and daily consultation feedback seminars.

SPECIAL NOTES

Students may complete the MATESL Program in two semesters and combined summer coursework in two of three Summer Sessions (first/second/late) on a full-time continuous basis. Some students may require or desire an additional term of study to perfect skills. The degree may also be earned over three or four summers of full-time studies or over two summers and three or four academic semesters on a part-time basis. Students may enter the program in June, September, or January, and must apply at least 90 days prior to the first class meeting of any term.

No more than 13 credits may be taken during each of the Fall and Spring Semesters without written approval. There are three Summer Sessions: first, second, and late. No more than 10 credits may be taken in the Second Summer Session and no more than 13 credits may be taken during the total summer period.

Students may also petition to take two graduate courses from the Master of Education Program. Students with fewer than 12 undergraduate credits in Education should consider taking 6 credits in Education courses.

In addition to these course requirements, students must file a candidacy form after 6 to 9 credit hours have been completed and must complete an oral comprehensive examination during the last semester of their program. Guidelines are provided in the "Handbook for Students in the TESL Graduate Programs," which is sent to students with their letter of admission.

COURSE DESCRIPTIONS: TEACHING ENGLISH AS A SECOND LANGUAGE

GSL 500 Introduction to Language and Linguistics

3 credits

This course provides an overview of topics and issues in language and linguistics today. It covers basic concepts and terminology in the major areas of linguistics and communication: phonology and phonetics, morphology, syntax, semantics, socio-linguistics, pragmatics, psychology of language, and language acquisition. In addition to readings from the text, there will be assigned readings in areas of special interest.

NOTE: Priority registration for new students. Others admitted as space is available.

GSL 502 English Grammar

4 credits

This course provides an introduction to various approaches to the study of grammar, with special attention to areas of difficulty for learners of English as a second or foreign language. A comprehensive overview of the structure of English is presented.

NOTE: This course should be taken early in the program.

GSL 503 Problems and Theory in Grammar

3 credits

This course focuses on grammatical areas that are particular problems for teachers and learners of English as a second or foreign language. Whenever possible, contrastive data from other languages are elicited and discussed. Students have the opportunity to apply grammatical analyses to teaching points. *Prerequisite: GSL 502 or permission of instructor.*

GSL 506 Communication Skills**3 credits**

This course is required of all non-native speakers of English enrolled in TESL Graduate Programs. It provides amelioration of listening, speaking, reading, and writing skills for academic purposes and offers practice in the rhetorical conventions for written composition and oral presentation in English. Course content for readings, written work, and oral presentations is specifically focused on the areas of linguistics and language teaching.

Note: This course should be taken early in the program.

GSL 520 Computer Assisted Language Learning**3 credits**

This hands-on course focuses on the uses of computer technology in English language teaching (Computer Assisted Language Learning-CALL) and includes a review of the research regarding its effectiveness. Participants will become familiar with the use of a variety of technological media (word-processing, e-mail, web page authoring software, internet resources, sound and video files, as well as CD-ROM software). They will learn how to incorporate these media into lessons that enhance learners' skills. A substantial part of the course deals with the critical evaluation, presentation, and discussion of web sites and software, including those for K-12 teaching. *Prerequisite: It is expected that students have some familiarity with Windows 95 or Windows NT, basic file management, e-mail and word-processing. Students must have a zip disk.*

GSL 542 Theory and Method in Second Language Teaching**3 credits**

This course addresses the history and current realities and principles of the field of Second Language Learning and Teaching. It focuses on the needs of the learner, the role of the teacher, and the application of methodology in developing communicative competence. *Note: This course should be taken in conjunction with GSL 506 for non-native speakers.*

**GSL 543 Teaching of Oral Skills in ESL/EFL
and English Phonology****4 credits**

Relevant theoretical issues as well as demonstration and discussion of materials and techniques for teaching the skills of listening, speaking, and pronunciation to all levels and all ages (including children) in various environments are the foci of this course. The principles of articulatory phonetics and American English phonology are also introduced with particular attention given to their application to pronunciation teaching. Microteaching techniques are employed.

GSL 544 Teaching Reading and Writing in ESL/EFL**4 credits**

The purpose of this course is to develop an understanding of current theories in teaching reading and writing in a second language to both adults and children of diverse cultural and linguistic backgrounds. The course also discusses the basic reading and writing skills that language learners of all ages need, presents a framework of method and techniques to teach these skills to L2 learners, and suggests curricular assessment techniques for selecting and evaluating instructional strategies and materials currently used in teaching reading and writing to L2 learners.

GSL 560 Culture and Communication Workshop 3 credits

This workshop is intended to provide both practical and theoretical insights into challenges and difficulties in human communication which result when representatives of different cultures interact. The workshop helps to expand the students' knowledge of themselves culturally and their capacity to appreciate and deal with differences in others and helps them see themselves in an international perspective.

GSL 562 Audiovisual Communication (non-computer) in ESL/EFL 3 credits

The workshop is designed to help teachers understand the advantages and limitations of the various media by learning how to operate the equipment successfully. Participants practice the basics of visual and verbal languaging. This is a hands-on workshop in the effective classroom use and value of overhead projectors, film and filmstrips, video cameras, closed caption, audio cassettes (Language Lab) and visualization in the teaching/learning process.

GSL 563 Content Based Language Instruction and English for Special Purposes 3 credits

This course presents the principles and procedures for using a content-based approach to teaching English for general, academic, and special purposes. Topics for the course include an overview of CBLI and ESP as they are currently implemented in English language teaching; the components of needs analysis, text analysis, and materials development; appropriate instructional procedures and techniques; and issues of assessment. Participants in the course will develop practical skills for using a CBLI approach in the classroom and for designing mini-units for special purpose English.

GSL 564 Literature in ESL/EFL 3 credits

Utilizing the various literary genres, the participants examine and explore creative ways of helping ESL/EFL students understand and interpret literature more effectively in their study of language and exploration of self and others. Special attention is given to interactive and collaborative student-centered learning activities.

GSL 565 Grammar in the Classroom 3 credits

This is a practical, hands-on workshop in which a number of important grammar points are examined from the point of view of the classroom teacher. Our cooperative efforts will be directed toward the development of appealing and creative contexts and activities for the presentation and practice of these points.

GSL 575 Ideas That Work in TESL/TEFL 3 credits

The course consists of an examination of new techniques in the four language skills, with discussion of the theory behind them. Students practice these techniques in class through microteaching. Special attention is paid to the communicative aspect of language use, drama techniques, and the use of games, role-play and simulation. Students explore innovative ways to deal with grammatical structures and other problem areas of English.

GSL 600 English Vocabulary and Semantics 3 credits

This course presents an overview of semantics and the structure of the lexicon and examines how semantics and vocabulary acquisition relate to English language teaching. Topics that will be discussed include a lexical approach to ELT, the nature of meaning, word-forming patterns in English, lexis in the syllabus, and techniques for including vocabulary teaching and learning as a basic component of the EFL program. Course requirements will include reading from the course text and supplementary articles and related class presentations, examination and critiques of vocabulary teaching techniques and materials, and development of a project related to teaching vocabulary in the classroom.

GSL 601 Studies in American Culture 3 credits

Readings, films, and discussions on selected topics are used to illustrate and highlight American patterns of thinking, assumptions, values, and cultural norms. Contrastive data from other cultures are an important part of the course.

GSL 602 Intercultural Communication 3 credits

Lectures, readings, case studies, films and cross-cultural simulation exercises form the basis of discussions on the following topics: theories of communication, culture and perception, stereotyping, prejudice, ethnocentrism, culture shock, and nonverbal communication.

GSL 604 Second Language Acquisition 3 credits

This course introduces language teachers to the major issues of second language learning. These issues include the nature of true bilingualism; the relationship between the acquisition of one's native language and languages learned after childhood; and biological and social constraints on second language acquisition. Contending models of second language acquisition will be evaluated, and applications to language instruction will be demonstrated with examples from language learners. *Prerequisites: GSL 500, 502, 542.*

GSL 605 History of the English Language 3 credits

This survey course includes both the inner and the outer history of the English Language. In addition, it addresses several areas of specific interest such as phonological and grammatical change, early literature, usage development, and other major developmental components of the English language.

**GSL 608 Discourse/Error Analysis: Practical Implications
for Second Language Teaching 3 credits**

The purpose of this course is twofold: (a) to examine approaches in discourse/error analysis of second language learners' written and spoken language, and (b) to provide an opportunity for MATESL students to analyze real data, written or spoken, produced by ESL students and to design instructional materials based on their analyses. Topics include the value of learners' errors in materials development; sources and causes of errors in multi-level, multi-cultural ESL classes; advantages and techniques of error analysis; and the significance of discourse analysis in teaching grammar, vocabulary, and written and spoken language.

GSL 611 Sociopragmatics**3 credits**

The purpose of this course is to focus attention on sociocultural and pragmatic issues that are relevant to language use and interpretation. Issues such as the English-Only Movement and language planning, language and gender, language and power, deixis, speech acts, the dependence of interpretation/use of language on a knowledge of the real world will be examined. The relationship of the two areas and their influence on first/second language learning will be discussed.

GSL 612 Bilingualism and Multicultural Education**3 credits**

This course explores the issues of bilingual acquisition, development, and education, with special reference to the needs of linguistic minority children in the United States. It will also address the related concerns of acculturation, curricular alternatives, and assessment procedures for children whose school language is different from their first language. Major topics in the course include the nature and types of bilingualism, global context of bilingualism, bilingual acquisition and processing, bilingual education policies and programs, sociopolitical and sociocultural concerns, multicultural awareness, special needs and learning disability, and implications for teaching.

GSL 620 Testing and Evaluation in TESL/TEFL**3 credits**

This course provides review of a number of current methods for classroom and standardized language testing and evaluation. Particular emphasis is placed on discrete-point versus integrative approaches, with special attention to classroom tests. Alternative testing objectives for different types of students (general academic, EFL, ESL, survival students, etc.) are considered. The course ends with discussion of less traditional approaches to language evaluation and a look toward future trends which may be developing in the field.

GSL 655 Language Learning & Assessment for Children**3 credits**

This course introduces ESL/EFL and mainstream teachers to the following topics concerning school-age language learners: linguistic and cognitive development, methods, materials, content areas and whole-language adaptation and integration, assessment, and curriculum development. Special attention is given to children's cognitive, sociocultural, and linguistic needs; to collaboration between language and mainstream teachers; and to the development of grade-level reading and writing.

GSL 670 Independent Study in TESL/TEFL**3 credits**

Restricted to candidates with sufficient background to allow self-directed study in a designated area of inquiry. An independent study course cannot be approved until the student has selected an instructor who is willing to supervise the study. The student must then submit an independent study proposal which has been approved by the supervising instructor. Along with this proposal, an MATESL Independent Study form must be submitted at the time of registration. A final report includes an annotated bibliography in the area of study, reviews of current articles and/or text materials as directed by the supervising instructor, and a paper presenting the findings of the study, to be placed in the library.

GSL 685 Practicum I: Seminar/Observation 3 credits

Students meet in weekly seminars to discuss aspects of classroom procedures including: needs assessment, goals and objectives, lesson planning, classroom dynamics and management, evaluating textbooks and materials, and microteaching. Students observe 20 to 25 hours of ESL classes and work with ESL students in capacities such as tutors or conversation partners for ten hours. *Students should take this course in the student's second semester in the program, after completing three of the following: GSL 500, 502, 506, 542, 543 or 544.*

GSL 688 Practicum II: Classroom Teaching 3 credits

Under the direction of the Practicum instructor with the participation of a "master teacher," students serve as classroom interns for a semester or teach in off-campus programs. Activities include classroom observation, conferences for planning and feedback, and a minimum of 20-30 hours of teaching. Internships are arranged in SIS programs, area schools, and a variety of institutions locally and overseas. *It is recommended that this course be taken in the student's final semester and is restricted to students who have completed GSL 502, 542, 543, 685 and/or 544.*

GSL 689 Special Seminar in TESL/TEFL 3 credits

A summary of bibliographical and research resources in TESL/TEFL. Readings and discussions on selected topics vary, but they center on current issues, principles and problems in second language teaching and in TESL/TEFL in particular. Each student is also required to choose a special topic for more detailed study and to make oral and written reports on it to the seminar.

GSL 690 Thesis Research Seminar 3 credits

This course is a prerequisite for students who wish to enroll in GSL 691, Thesis, and is also open to other students who desire a comprehensive introduction to qualitative and quantitative research design and methodology. Current research in TESL/TEFL and related fields will be surveyed and the process and mechanical conventions and requirements for writing a thesis will be introduced. Students will select a thesis topic, identify prospective thesis supervisors, carry out a literature review, and complete a thesis prospectus. Any students who do not intend to complete a thesis will conduct a research project to be determined in consultation with the instructor.

GSL 691 Thesis 3 credits

Registration for this course is restricted to students who have successfully completed GSL 690 and have had their thesis prospectus approved by their thesis supervisor. A thesis is a professional quality research project that contributes to the existing body of knowledge in the TESL/Applied Linguistics fields. Students are required to present the results of their thesis research in a public colloquium in lieu of the oral examination requirement. *Note: This course is offered on a pass/no pass basis only.*

THEOLOGY AND PASTORAL MINISTRY

HISTORY AND PHILOSOPHY

The Graduate Theology and Pastoral Ministry program began in 1962, and remains one of the oldest summer-based theology programs in the United States. The program provides a cohesive student body and a wide selection of courses taught by internationally recognized scholar-teachers. The Theology and Pastoral Ministry Program emphasizes the development of the whole person in the context of a Christian community. Theological studies, liturgy and prayer, and recreational activities are all integral elements of the program. The faculty members and most students reside on campus, and this contributes to the atmosphere of friendship and community for which Saint Michael's is well known.

Class size is generally less than twenty, which gives ample opportunity for personal attention and consultation with the teachers. Additionally, because teachers reside on campus, they are easily accessible. The majority of courses are offered during the summers for a one, two or three-week duration. During the regular academic year selected courses are offered during the Fall and Spring semesters. The Theology and Pastoral Ministry program also offers two kinds of certificates: the Graduate Certificate and the Certificate of Advanced Specialization.

OBJECTIVES

The curriculum is a threefold combination of core requirements, concentration requirements, and electives. This provides students with an excellent scriptural and theological foundation, while maintaining a great deal of latitude and choice of courses. This combination best serves the needs of the student, the ministry, and the Church. The core establishes the necessary foundation, the concentration allows for specialization, and the electives allow students to select courses in view of personal needs and ministry.

MASTER OF ARTS IN THEOLOGY (M.A.)

ADMISSION REQUIREMENTS

General admission requirements and procedures are to be found in the Admissions section of this catalogue. Special prerequisites for this program are as follows:

1. Bachelor's degree in arts, science, philosophy, theology or education with a 3.0 average, or the equivalent in another country.
2. A minimum of twenty-four credits in theology and other humanistic disciplines such as philosophy, psychology, sociology, and literature is recommended. Ideally, students would have at least two courses in Scripture and/or Theology in their undergraduate background. Candidates who lack these prerequisites may take them concurrently with degree work (usually without graduate credit) or may agree to take more courses than required by

the degree or, in some cases, may use some of their electives to make up this background. Details are available on request.

APPLICATION PROCEDURE

1. A completed application form supported by the following:
 - a. Official Transcript(s) of all undergraduate and graduate work mailed directly from the institution attended to the Office of Graduate Theology and Pastoral Ministry.
 - b. Application fee for credit students.
2. An interview with the Director of the program, either in person or by telephone
3. Notification of Admission Decision.

Applicants are notified of the admissions decision after their file is complete and all requirements of the admission process have been satisfied.

PROGRAM REQUIREMENTS

Students are generally free to choose their courses within the required areas of study, but some concentrations require specific courses. If possible, first courses in Old Testament, New Testament, Moral Studies, and Liturgical Studies should be introductions to these fields. The programs outlined below represent the minimum requirements. Students may use some of their electives for additional courses in their area of concentration or other areas of interest.

DEGREE REQUIREMENTS

1. **Core Requirements** - A certain number of courses in Scripture and Theology are required, but the student has a wide discretion in the choice of particular courses within each area. The areas and their corresponding courses are as follows:
 - a. *Scripture* - A full cycle is given over a period of approximately four years. The Old Testament courses include: Introduction to the Old Testament, Pentateuch, Prophets, Writings. The New Testament courses include: The Synoptics, Saint Paul, Johannine Literature, and other specialized courses.
 - b. *Doctrinal Studies* - Two courses are required in this area from a selection, which includes: Principles of Systematic Theology, Christology, Ecclesiology, Grace and Eschatology.
 - c. *Liturgy* - Course offerings in this area include: Worship of the Church, Eucharist, and Sacraments of Initiation.
 - d. *Moral* - Several courses are offered in this area.
2. **Concentration Requirements** - These courses are specific to each concentration and are explained below.
3. **Elective Courses** - In addition to the Core Requirements and the courses in each Concentration, the student may choose from a number of elective courses. A broad selection of courses are offered each summer in order to provide the students with ample discretion in the choice of elective courses.

Every course offered in the core and concentration areas can also serve as an elective. Beyond that, other courses are offered according to need, interest and availability of faculty. These have been drawn up to allow students to personalize and construct their own curriculum, and thus satisfy their own needs and those of their ministry.

Clinical Pastoral Education (CPE) is offered each summer in cooperation with the Fletcher Allen Health Care (FAHC) in Burlington. Further information on the FAHC program and the application of credit towards the degree for other approved CPE programs is available on request.

PROGRAMS OF STUDY

Religious Education Concentration

This concentration is designed to prepare students for teaching religion at the elementary and secondary school level, for those involved in adult education, for coordinators or directors of religious education.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses and three electives. The student must take three specialized courses in Religious Education (e.g., children, youth, adult, family or special education). One of these concentration courses may be taken from the Education or Psychology Departments at Saint Michael's College.

1. *Old Testament Studies*. First or second year.
2. *New Testament Studies*. First or second year.
3. *Doctrinal Studies*. Two courses. Any year.
4. *Liturgical Studies*. Any year.
5. *Moral Studies*. Any year.
6. *Concentration Courses*. Three courses. Any year.
7. *Three Elective Courses*. Any year.
8. *Thesis Option*. Six credits.

Pastoral Ministry and Spirituality Concentration

This concentration is designed particularly for those in the ministerial areas such as counseling, campus ministry, youth work, adult work, hospital ministry, work with the sick, retreats, or parish ministry.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses and three electives. The three elective courses also may be taken in the Pastoral Ministry area. With approval, some courses may be taken in the Psychology Department at Saint Michael's College.

1. *Introduction to Pastoral Counseling*. First or second year.
2. *Old Testament Studies*. First or second year.
3. *New Testament Studies*. First or second year.
4. *Doctrinal Studies*. Two courses. Any year.
5. *Liturgical Studies*. Any year.

6. *Moral Studies*. Any year.
7. *Pastoral Ministry and Spirituality*. At least two more chosen from a wide selection of courses offered each year.
8. *Three Elective Courses*. These can be chosen from any courses we offer any year. They can also be chosen from the Pastoral Ministry and Spirituality area.
9. *Thesis Option*. Six credits.

Scripture Concentration

This concentration is fitting for those students who wish to deepen their background in Biblical Studies, for those who teach Scripture, and for those who wish to explore the biblical foundations of spirituality.

Twelve courses (thirty-six credits) are required for this concentration following a 6/4/2 formula: six core courses, four concentration courses, two electives (four electives if Old Testament and New Testament background have been satisfied). Four core courses must be satisfied: two in Doctrinal Studies, one in Moral and one in Liturgy. As concentration requirements, the student must take two special courses in the Old Testament (e.g., Pentateuch, Prophets, Writings) and two special courses in the New Testament (e.g., St. Matthew, St. Paul, St. John).

1. *Old Testament Studies*. Either Introduction, if needed, or a special course. First or Second year.
2. *New Testament Studies*. Either Introduction, if needed, or a special course. First or second year.
3. *Doctrinal Studies*. Two courses. Any year.
4. *Liturgical Studies*. Any year.
5. *Moral Studies*. Any year.
6. *Electives*. Four electives if students already have Introduction to the Old Testament and Introduction to the New Testament in their background; otherwise, two electives if these have to be made up.
7. *Thesis Option*. Six credits.

Doctrinal Studies Concentration

This concentration is designed for high school religion teachers, for those involved in adult education, the training of teachers, the design of programs and for those contemplating doctoral studies.

Twelve courses (thirty-six credits) are required for this concentration.

1. *Old Testament Studies*. First or second year.
2. *New Testament Studies*. First or second year.
3. *Doctrinal Studies*. Christology and Ecclesiology. Any year.
4. *Liturgical Studies*. Any year.
5. *Moral Studies*. Any year.
6. *Concentration Courses*. Two more from Old Testament, New Testament, Doctrinal Studies or Liturgical Studies. Any year.
7. *Electives*. Four electives. Any year.
8. *Thesis Option*. Six credits

THESIS OPTION

A student may opt for a thesis instead of two courses (six credits). In this case, a 3.0 average is required as well as sufficient undergraduate background in Philosophy and Theology. A student may wish to write a thesis for the discipline this provides, to learn about research procedures or to prepare for doctoral work. The thesis option involves language, comprehensives and thesis. More detailed instructions are available on request.

CANDIDACY

Students pursuing the M.A. are admitted provisionally and designated as Special Students until certain prescribed courses or areas have been successfully completed. Then they may apply for full candidacy. Degree students do not have to declare for candidacy right away, but they must declare for candidacy before completion of fifteen (15) credit hours of graduate study. Ordinarily, however, students should seek candidacy as soon as possible.

TRANSFER OF CREDIT

Six credits from another institution may be transferred to Saint Michael's College. This can be done to accelerate a student's work or to broaden the spread of courses available to the student. In general, required areas must be taken at Saint Michael's College. Detailed instructions are available upon request.

GRADUATE CERTIFICATE

This Certificate program is designed for students whose employment requires that they obtain additional education but not necessarily a degree. Students may also choose the Certificate program in order to become more knowledgeable in the areas offered in our program, or as a stepping-stone to the M.A. degree.

Admission Prerequisites

1. Bachelor's degree in arts, science, philosophy, theology or education with a 3.0 average, or the equivalent, in another country.
2. A minimum of eighteen credits in theology or other humanistic disciplines such as philosophy, psychology, sociology, literature and history.

Certificate Requirements

The Graduate Certificate program requires six courses (eighteen credits) in specific areas of study. The core areas for this program are normally:

1. Old Testament or New Testament
2. Doctrinal Studies
3. Moral Studies
4. Liturgical Studies
5. Two Elective Courses

If students wish to continue their studies and pursue the M.A. degree, they may apply the Graduate Certificate courses to the degree program provided they meet all requirements.

CERTIFICATE OF ADVANCED SPECIALIZATION (C.A.S.)

This is a post-degree certificate. The C.A.S. (Certificate of Advanced Specialization) provides advanced training beyond the Master's level. It is designed for those students who have graduated at least three years previously and wish to update their skills, their fields, or acquire new ones. Some students pursue Doctoral degrees after their M.A. program, but many prefer to become more proficient in certain areas or acquire new skills through the C.A.S. program

C.A.S. Program

The Certificate of Advanced Specialization requires half the number of courses needed for a Master's degree (i.e., six courses rather than twelve). The Certificate can be completed in three summers, and the program is individualized for each student. The student chooses the area of specialization as well as the electives in consultation with the Program Director.

Admission Prerequisites

A graduate degree in Theology, Religious Education, or a related field and normally three years' experience following the awarding of the Master's degree.

SPECIAL NOTES

Time Limit - There is a seven (7) year statute of limitations requirement. The student must complete the Degree or Certificate program within seven (7) years from the start of the first semester of course work. Only under special circumstances may students petition for an extension.

Activities — During the summer months, in order to foster the sense of community and to educate the whole person, the campus furnishes a variety of activities aside from classroom work: theater, concerts, day trips, hikes, visits to Montreal, Stowe, Weston Priory, movies, and lectures. The campus has a fine arts building with a theater and an art gallery; a Recreation Center with pool, gymnasium and racket courts; and is situated close to Lake Champlain and the Green Mountains.

Housing - The summer program provides housing for students who may reside in the dormitories (single rooms) or choose to live with a group of three others in a comfortable townhouse. The townhouses provide private rooms, a large lounge, and kitchen facilities. Townhouse accommodations are also available to families.

Liturgy - There are regular liturgical celebrations during the summer program. An emphasis is placed on the afternoon liturgy, the community's act of worship near the end of the day. Here many persons and talents are brought together in a celebration that expresses our studies and beliefs.

Fees - Our tuition costs have remained very competitive with comparable institutions. Auditors and Certificate of Advanced Specialization (C.A.S.) students pay a lower tuition fee.

Financial Aid - Financial aid is available to students. For more information, please contact the Director of Graduate Theology and Pastoral Ministry.

Faculty - Saint Michael's Theology and Pastoral Ministry teachers are internationally known and have come from a number of North American and European countries. They also reflect a broad spectrum of religious communities and their traditions. New faculty are added each year to augment those faculty members who are with us on a more regular basis. This provides both continuity and fresh perspectives to our program. Please refer to the faculty listings in the back of this catalogue for a partial list of former and current faculty members.

COURSE DESCRIPTIONS: THEOLOGY AND PASTORAL MINISTRY

Old Testament

GTH 521 Introduction to the Old Testament 3 credits

A historical, theological and literary approach to the Old Testament. The course includes: (1) a survey of modern critical methods, and major theological themes; (2) a survey of early Israel and the Pentateuch, the monarchy, the prophetic movement, the exilic and post-exilic periods, the formation of Judaism in the Persian and Hellenistic periods; and (3) a look at Wisdom literature.

GTH 522 The Prophets of Israel 3 credits

The phenomenon of prophecy in the Ancient Near East, including Israel. The course situates the "former" and "latter" prophets of the Old Testament within their historical context, and studies the distinctive contribution of each. There is an emphasis on a close reading of the texts as persuasive literature intended to "change the hearts" of the respective listener.

GTH 615 The Writings of the Old Testament 3 credits

Study of the third section of the Old Testament - the Writings. The course examines the broad spectrum of the "Writings" from prayerful liturgical song (Psalms) to outrageous theological challenge (Job and Qoheleth). Attention is also given to the historical context of the texts and Israel's response to the crises of exile and alienation in such short stories as Esther, Ruth, Judith.

GTH 616 The Psalms as Old Testament and Christian Prayer 3 credits

This course explores the Psalms in light of the background in Israel and the ancient Near East, and the relation of the Psalms to Wisdom Literature. Literary and formal characteristics will be studied, as well as a theology of the Psalms and their use of Christian liturgy and piety.

GTH 626 The Pentateuch 3 credits

The Pentateuchal traditions from faith event through oral transmission to the final written text. This course offers an overview of the historical periods relative to the Pentateuch. By

giving special attention to exegesis of key passages and an examination of diverse theories within the text, the course provides a dynamic appreciation of the Pentateuch and its relation to the rest of Biblical tradition.

New Testament

GTH 515 The Johannine Writings 3 credits

This course explores first the structure and theology of the Gospel with special attention to its Christology and the Johannine community behind the Gospel. Next, the course studies the Johannine Letters and their connection to the Gospel.

GTH 517 Pauline Letters and Theology 3 credits

Life, writings and theology of St. Paul. This course includes an examination of the social, political and religious context of Pauline literature, with special attention paid to selected letters. Special focus is given to topics or problems such as women in the early church; ministry in Pauline communities; authority and church structure; and Christian life according to Paul.

GTH 520 The Synoptic Gospels 3 credits

This course is the foundational course in New Testament Studies, and offers an introduction to modern historical-critical and literary methods. The course includes an examination of the contexts of the communities behind each Gospel, as well as giving special attention to the literary technique of the evangelists. The Passion Narratives are a special focus for comparative analysis.

GTH 565 The Gospel of Matthew 3 credits

This course explores the Gospel of Matthew with special attention paid to the historical and religious context of Matthew's community. In addition, students will pay close attention to the structure and theology of this Gospel as well as Matthew's relation to Mark, Luke and, to a lesser extent, John.

GTH 566 The Gospel of Luke and the Acts of the Apostles 3 credits

The focus of this course is the two-part work of Luke. Key to this study is Luke's view of salvation history and the development of the early church beyond Jerusalem. The course will also examine Luke's Christology and Luke's relations to the other Gospels.

GTH 718 Apocalyptic and the Book of Revelation 3 credits

This course concentrates on the Book of Revelation in order to discover its message and discern its contemporary relevance. The course also explores the liturgical character of this text. The critical study of this text is undertaken after a full examination of the apocalyptic background of the writing.

Systematic Theology

GTH 614 Ecclesiology 3 credits

An historical and systematic study of the Church including the origin of the Church, ecclesiologies and church structure in the New Testament period. In addition the course will survey the major historical developments with particular attention to Vatican I and Vatican II.

The course also explores contemporary questions regarding basic church structures and the teaching office.

GTH 620 Faith and the Mystery of God Today

3 credits

This course examines the question of God in a scientific age. It investigates the place of experience in faith and religious development, as well as the role of reason, doubt and praxis in a life of faith. Other areas explored include new images of God for the world, and prayer to and worship of the one true God.

GTH 653 Christology

3 credits

This course explores the on-going Quest for the Historical Jesus and the emergence of New Testament Christologies. Included in this study are the historical experience of the Reign of God, the death of Jesus, and the Resurrection. Finally, the course examines the Conciliar definitions and historical developments of Christology, including a dialogue with ecology, feminism and liberation movements.

GTH 657 Grace, the Presence Around Us

3 credits

A history and theology of grace. The course examines the traditional theologies of grace found in the writings of Augustine and Aquinas, followed by a study of contemporary approaches to the mystery of grace in the writings of such scholars as Rahner, Tillich and Teilhard de Chardin. There is also a study of the grace of God as present in pluralistic secular society, in world religions, and other religious movements.

GTH 693 Principles of Systematic Theology

3 credits

This course explores the foundations of Christian faith through an historical, descriptive and systematic framework. Theology is an academic discipline, but its relation to faith gives theology a certain fragility. Theology requires openness to relevant philosophical and other background theories as well as the lived experience of people from one generation to the next. The course thus will examine the relationship of faith to reason by first looking at classical approaches to wisdom and truth, and then by analyzing several contemporary approaches to some of the same ultimate questions about the grandeur and mystery of life and our relationship to the Divine.

GTH 701 Death, Hope and Eternal Life

3 credits

This course begins with an exploration of the principles of eschatology by engaging in a discussion of the experiences of evil, suffering and death. Our encounters with the nuclear threat, ethnic cleansing resulting in the breakdown of humanity and human hope for the future are but a few issues that challenge the classic approaches to death and resurrection. This raises the need for a new, post-modern framework in which the Christian symbols of Resurrection, New Creation, and the Second Coming of Christ have new meaning in light of our living in the shadow of the Cross.

GTH 737 Feminist Theology

3 credits

This course examines the issues, methodologies and conclusions of Christian feminist theology as these have evolved over the past 20 years. The objective of the course is to achieve an appreciation of the ecclesial, theological and doctrinal import of the various feminist perspectives, and to critically examine their strengths and weaknesses.

*Liturgical and Sacramental Theology***GTH 504 The Sacraments of Initiation** **3 credits**

This course explores the biblical, historical, systematic and liturgical treatment of Christian initiation with a special focus on the Rite of Christian Initiation of Adults with restored catechumenate and its pastoral adaptation to infant Baptism, Confirmation and first Eucharist. Special attention will be paid to the anthropological, Christological and ecclesial dimensions of sacraments as well as questions common to all sacraments.

GTH 526 The Worship of the Church **3 credits**

A study of worship and worship practices in the Christian church from historical, anthropological and pastoral perspectives. Included in the course are examinations of celebration in time and space as a response to the perceived presence of God, the role of ritual and symbol, a theology of worship, the Sunday celebration of the Eucharist, the Liturgy of the Hours, and Liturgy in relation to social justice and spirituality.

GTH 527 The Eucharist **3 credits**

In this course, students will examine the experience of symbol as a basis for understanding the eucharist. This is followed by a study of eucharistic themes in the New Testament, and the historical and cultural factors that led to a changing theology and celebration of the eucharist in the life of the church. This historical survey will include an exploration of the art, architecture and sacred space that reflected these changing approaches to eucharist. Finally, the course will examine contemporary current issues in eucharistic theology such as questions of "Real Presence," sacrifice and inter-communion.

GTH 528 Sacraments of Healing **3 credits**

The revised rites of reconciliation and anointing are the basis for the study of the sacraments of forgiveness and healing. Emphasis is given to the history and theology of each sacrament and to discussion of related pastoral issues.

*Moral Theology***GTH 580 Foundations of Moral Theology** **3 credits**

Basic principles and methods of Catholic moral theology. The course begins with a study of the character of the moral agent, sin and conscience, and is followed by an examination of the biblical foundations of morality and Christ as the paradigm for the moral life. The course will also explore the role of the Magisterium, moral norms and the natural law. The course concludes with reflections on the moral imagination and discernment of spirits.

GTH 654 Social Ethics **3 credits**

This course will offer a critical review of some of the main lines of thought that have developed in the social teachings of the church over the past 100 years. Five broad areas of social concern form the direction of the course. These areas of concern are: politics, economics, international peace, culture and the family.

GTH 660 Human Sexuality and Christian Living **3 credits**

Sex and gender are vital elements in moral and religious life. This course offers a critical

reflection on conventional and unconventional sexual orientation, conjugal and parental behavior, celibacy and social discrimination based on male and female role definitions. All these issues are considered in light of biblical, historical, philosophical, psychological and cultural factors. The course explores all of these issues in light of the developing understanding of human sexuality found in the church's magisterial documents.

GTH 724 Medical Ethics

3 credits

This course is a survey of the major moral issues in medical ethics with special emphasis on the role of pastoral ministers and religious educators in medical issues. Topics considered include the human rights of patients, the care of infants and children, AIDS, reproductive technologies, the care of the dying and the problem of justly meeting the health care needs of all people.

Religious Education

GTH 530 Foundations of Religious Education

3 credits

This course offers an examination of the nature and purpose of catechesis by looking at the history and development of catechesis from early Christian times to the present day. Special emphasis is placed on key contemporary documents related to catechesis. Students will also discover practical insights to work with persons at all levels of faith: children, youth and adults.

GTH 534 Adult Religious Education/Formation

3 credits

The theory and practice of adult religious education-formation has matured over the past twenty years along with the growing need for adult education. Among other topics, this course will explore how adults learn, the stages of faith development and the methods for meeting adult needs.

GTH 536 The Religious Development of Youth

3 credits

Religious and psychological patterns of development call for new approaches to education in faith for children and youth. As young people re-negotiate family and peer relationships, the pastoral educator is challenged to help these young people search for an image and experience of God that they find real. This course will explore these themes and suggest ways in which young people can develop symbol systems, community and a life of prayer, and in the process deepen their own faith journey.

Spirituality and Pastoral Ministry

GTH 651 Spiritual Direction

3 credits

The purpose of this course is to help the student learn and/or deepen the capacity to assist others in recognizing and responding to God's action in their lives. The premises of the course are: God is engaged with us in our lives, God seeks a response from us that is open to development, talking about our experience of God with a director helps us respond more fully.

GTH 652A The Theology and Forms of Prayer

3 credits

Understanding one's own prayer life is the starting point for this course. From this initial uncovering students will explore prayer in the scriptures and different forms of Christian prayer practices in the lived tradition of the church.

GTH 659 History of Christian Spirituality 3 credits

This course studies the various periods in the development of Christian Spirituality and of the writings of such major figures as Augustine, Bernard of Clairvaux, Hildegard of Bingen, Meister Eckhart, Ignatius of Loyola, Teresa of Avila, John of the Cross and Thomas Merton.

GTH 698 Introduction to Pastoral Counseling 3 credits

A presentation of practical techniques in individual and group pastoral counseling. Some of the topics included in this course are: the art of questioning, interview stages, active listening, dealing with negative emotions, and crisis intervention. In addition, information on the psychology and spirituality of pastoral care will be covered.

GTH 703 Pastoral Counseling: Self-Awareness and Ministry 3 credits

Use of psychological and theological concepts to uncover and develop one's self-awareness and personal coping skills. Examples of topics to be covered are: self-evaluation, essentials of pastoral counseling, techniques in appreciating one's own personality, dealing with pressure, cognitive distortions, Christian masochism, counter-transference, integrating theology of hope with the psychology of stress, addressing apathy and anger.

GTH 705 The Theology and Spirituality of Suffering 3 credits

This course considers the Paschal Mystery as Christianity's response to the situation of suffering and the issue of death. It will focus on the theology and spirituality of suffering in an attempt at developing a comprehensive pastoral approach to the many forms of suffering and death.

GTH 712 Spiritual Direction and Mid-Life Development 3 credits

The spiritual and psychological challenges of the mid-life period. Students will examine ways in which spiritual direction facilitates mid-life religious development. The course also studies people's imagery of themselves, others and God and the way they process their life stories as well as various interpersonal dynamics. The director's role in developing a more vital faith relationship and faith vision comprises the final portion of the course.

GTH 895 Clinical Pastoral Education 6 credits

This course is available each year in cooperation with Fletcher Allen Health Care is fully accredited by the National Association for Clinical Pastoral Education. Inquire for more information.

Electives

Examples of Elective Courses offered in past years.

- GTH 545 Women and Ministry (3)
- GTH 656 Themes in the Theology of the Spiritual Life (3)
- GTH 661 The Vocation, Mission and Ministry of the Laity (3)
- GTH 694 Ministries in the Church Today (3)
- GTH 711 Contemporary Models of Spirituality (3)
- GTH 738 Liturgical Catechesis (3)

ADMINISTRATIVE OFFICERS

President

Assistant to the President

Director of the Office of Edmundite Campus Ministry

Provost/Vice President for Academic Affairs

Dean of the College

Associate Dean of the College

Associate Dean for Academic Affairs

Director of Study Abroad

Director of Clinical Psychology Program

Director of Graduate Education

Director of Graduate Theology

Director of Graduate Admin. and Mgmt

Dean of the School of International Studies

Director of Intensive English Program

Director of Undergraduate Academic

English Program

Director of TESL Graduate Programs

Director of Library and Information Services

Registrar

Director of Information Technology

Vice President for Finance

Controller

Director of Financial Planning and Budget

Director of Physical Plant

Director of Purchasing and Auxiliary Services

Vice President for Enrollment and Marketing

Director of Admissions

Director of Financial Aid

Director of Public Relations

Vice President for Institutional Advancement

Associate Vice President for Gift and

Estate Planning

Director for Advancement Services

Director for Alumni and Parent Relations

Director for Annual Giving

Director for Government, Corporate and

Foundation Relations

Director for Special Gifts

Vice President for Student Affairs

Director of Athletics

Director of Food Service

Director of Multicultural Student Affairs

Director of New Student Programs and

Development

Director of Residence Life

Director of Safety and Security

Director of Student Activities

Director of Student Health Services

Director of Student Resource Center

Marc A. vanderHeyden, Ph.D.

Marilyn E. Cormier

Rev. Marcel R. Rainville, S.S.E.

Janet Watson Sheeran, Ph.D.

John Peter Kenney, Ph.D.

Edward J. Mahoney, Ph.D.

Robert Letovsky

Kelly Cullins

Ronald Miller, Ph.D.

Anne P. Judson, Ed.D.

Edward J. Mahoney, Ph.D.

Robert Letovsky

Bonnie Tangelos, Ed.D.

Carolyn Duffy, Ph.D.

Carolyn Duffy, Ph.D.

Mahmoud T. Arani, Ph.D.

Patricia Suozzi

John D. Sheehey

Billie Miles

To Be Appointed

Judith Stroh

Mary Jane Russell

Timothy Pedrotty

Joseph Gallagher

Jerry E. Flanagan

Jacqueline Murphy

Nelberta A. Lunde

Buff Lindau, Ph.D.

Barbara M. Wessel

Richard V. DiVenere

Travis Gray

Patrick Gallivan

Ann Kirzl

Patricia Ryan

Anne Whitmore Hansen

Michael D. Samara

Geraldine Knortz

Robert Whitcomb

Dorothy A. Williams, Ph.D.

Grace Kelly

Louis DiMasi

Peter D. Soons

Jennifer F. Cernosia

Susan Jacques

David Landers, Ph.D.

GRADUATE FACULTY

ADMINISTRATION

M. Birger Benson, M.B.A.
Harvard Graduate School of
Business Administration

James E. Catone, Ed. D.
University of Massachusetts

Jon Crystal, M.B.A.
Sloan School of M.I.T.

Casimir Danielski, Ph.D.
University of Vermont

Michael Hillinger, Ph.D.
Rutgers University

Kevin J. Kelley, M.F.A.
New York University

Joanne LaBrake, M.Ed.
St. Michael's College

David LaMarche, M.B.A.
Boston University

Robert Letovsky, M.B.A.
University of Toronto

Brian Lewis, M.A.
Purdue University

Ted J. Mable, Ph.D.
Boston University

Tamara Mullarky, M.B.A.
Rensselaer Polytechnic Institute

Tim O'Connor, M.Ed.
Castleton State College

Paul Olsen, M.S.A.
Saint Michael's College

Carole Parker, Ph.D.
Case Western Reserve University

Joanne Scott, M.B.A.
Tuck School of Business
Administration at Dartmouth

Johnnie Stones, Ph.D.
University of Colorado

Dennis W. Voigt, M.B.A.
University of Vermont

William Wargo, J.D.
New York University School of Law

CLINICAL PSYCHOLOGY

Jeffrey Adams, Ph.D.
SUNY/Buffalo

C. S. Dietzel, Ph.D.
Michigan State University

Joyce Edwards, Ph.D.
University of Vermont

Gayle Frommelt, Ph.D.
Northwest University

Donald Hillman, Ph.D.
Harvard

Barry Krikstone, Ph.D.
Southern Illinois University

Sharon Lamb, Ph.D.
Harvard University

Regis Langelier, Ph.D.
University of Southern California

Kristina Lewis, Ph.D.
University of Florida

Ronald B. Miller, Ph.D.
University of Vermont

Helene Nilsen, BSN, MSN
University of Colorado

David Ritter, Ed.D.
Pennsylvania State University

Naomi Shapiro, MS.W, LCSW,
BCD University of Connecticut

EDUCATION

Georgina Andrews, M.Ed.
Saint Michael's College

W. Ross Brewer, Ph.D.
University of Michigan

Gail Chase, M.S.
Rhode Island College

Judith A. Christensen, Ph.D.
University of Vermont

Peggy Rohrs Dorta, M.Ed.
Southern Connecticut State College

Marilyn Gills, M.Ed.
University of Vermont

Judith Hillman, Ph.D.
University of Nebraska

Linda Hunter, M.Ed.
Goucher College
Saint Michael's College

Elizabeth Inness Brown, M.F.A.
Columbia University

DeeDee Jameson, Ph.D.
Union Graduate School

Aostre Johnson, Ed.D.
University of North Carolina at
Greensboro

Ann Joppe-Mercure, M.Ed.
Saint Michael's College

Anne Judson, Ed.D.
University of Vermont

Constance Krosney, Ed.D.
University of Vermont

Janet Larson, M.Ed.
Saint Michael's College

David Leo-Nyquist, Ph.D.
University of North Dakota

Garet Livermore, M.A.
Teacher's College
Columbia University

Jill Mackler, Ed.D.
University of Vermont

Jane Mekkelsen, M.S., C.A.S.
Syracuse University,
University of Vermont

Janna Osman, M.Ed.
Saint Michael's College

Yvette Pigeon, M.Ed.
Ed.D. Candidate
University of Vermont

Jean Prindle, M.Ed.
University of Miami

John Rinaldi, M.Ed.
Saint Michael's College

David Ritter, Ed.D.
Pennsylvania State University

Joan Robinson, M.Ed.
Rutgers University

Laima Ruoff, Ph.D.
University of Washington

Naomi Shapiro, LCSW, BCD
University of Connecticut

Jonathan Silverman, Ed.D.
University of Vermont

Carol Smith, M.Ed.
University of Vermont

Steven Stitzel, J.D.
Vermont Law School

Denis Stratford, M.A.
Manhattan College

Anne Tewksbury-Frye, M.Ed.
University of Vermont

Nancy Thomas, M.Ed.
University of New Hampshire

Fran Toomey, Ph.D.
University of Vermont

Jonathan Udis, M.Ed.
University of Vermont

Karin VanDerlip, M.Ed.
Saint Michael's College

Marilyn Varricchio, M.Ed.
Saint Michael's College

TEACHING ENGLISH AS A SECOND LANGUAGE

Mahmoud T. Arani, Ph.D.
State University of New York at
Buffalo

Christine Bauer-Ramazani, M.B.A.,
M.A., M.Ed.
University of Vermont
University of Mainz, Germany

Sheena M. Blodgett, M.A.
Saint Michael's College

Sarah E. Cummings, Ed.D.
University of Vermont

Carolyn B. Duffy, Ph.D.
Georgetown University

Daniel W. Evans, Ph.D.
University of Texas at Austin

Robert P. Fox, Ph.D.
University of Illinois at Urbana-
Champaigne

Matthew Handelsman, M.A.
Saint Michael's College

Polly O. Howlett, M.A.
Saint Michael's College

M. Kathleen Mahnke, Ph.D.
Indiana University

M. Elizabeth O'Dowd, Ph.D.
University of Colorado at Boulder

Barbara S. Sargent, M.A.
Saint Michael's College

Bonnie Tangalos, Ed.D.
State University of New York at
Buffalo

Alice M. Thayer, M.A.
Saint Michael's College

Robert S. Williams, Ph.D.
University of California at Los
Angeles

THEOLOGY AND PASTORAL MINISTRY

Gerald A. Arbuckle, sm, Ph.D.
University of Saint Thomas, Rome

Robert Colbert, M.A., S.T.B.
Catholic University of Leuven,
Belgium

Sally Cunneen, Ph.D.
Columbia University

Frederick J. Cwiekowski, S.S., S.T.D.
Catholic University of Leuven,
Belgium

Elizabeth A. Dreyer, Ph.D.
Marquette University

Rev. Michael Drumm, S.T.L.
Gregorian University of Rome

Rev. Richard N. Fragomeni, Ph.D.
Catholic University of America

Mary C. Grey, Ph.D.
Catholic University of Leuven,
Belgium

Richard M. Gula, SS, Ph.D.
Saint Michael's College, Toronto

Richard P. Hardy, Ph.D.
University of Strasbourg, France

Wilfrid J. Harrington, OP, S.T.M., L.S.S.
Ecole Biblique, Jerusalem

Leslie J. Hoppe, O.F.M., Ph.D.
Northwestern University

Mary Catherine Hilker, O.P., Ph.D.
Catholic University of America

Maribeth Howell, O.P.
Catholic University of Leuven,
Belgium

Aostre Johnson, Ed.D.
University of North Carolina

Philip S. Keane, S.S.
Catholic University of America

Rev. Dermot Lane
Angelicum University, Rome

Bruce H. Lescher, Ph.D.
Graduate Theological Union,
Berkeley

Joseph Martos, Ph.D.
DePaul University, Chicago
Pontifical Gregorian University,
Rome

Michael J. Maher, M.S.C., S.T.L., L.S.S.
Pontifical Biblical Institute, Rome

Padraic O'Hare, D.Ed.
Union Theological Seminary

David Purpel, Ed.D.
Harvard University

Rev. William J. Rademacher, Ph.D.
Aquinas Institute

Lucien Richard, o.m.i., Ph.D.
Harvard University

Susan K. Roll, Ph.D.
Catholic University of Leuven,
Belgium

Jude Siciliano, O.P., S.T.B., S.T.L.
Pontifical Faculty of the Immaculate
Conception
Washington, DC

Robert J. Wicks, Psy.D.
Hahnemann Medical College

FREQUENTLY CALLED NUMBERS

General Information: Graduate Programs
 Box 273, Jeanmarie Hall 149
 Saint Michael's College
 One Winooski Park
 Colchester, Vermont 05439
Phone: (802) 654-2100
1-800-981-4383 (Toll Free within Vermont)
Fax: (802) 654-2664
e-mail: gradprograms@smcvt.edu
web: <http://www.smcvt.edu/gradprograms>

Specific Information: Telephone appropriate office/department

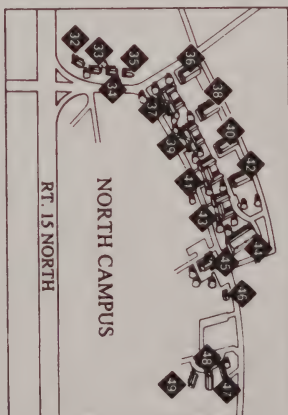
Bookstore	(802) 654-2517
Financial Aid	(802) 654-3243
Graduate Administration	(802) 654-2369
Graduate Education	(802) 654-2649
Graduate Psychology	(802) 654-2206
Graduate Studies	(802) 654-2100
Graduate Teaching English as a Second Language	(802) 654-2684
Graduate Theology/Pastoral Ministry	(802) 654-2579
Library	(802) 654-2400
LIS/User Support (Information Technology)	(802) 654-2020
Registrar	
Graduate	(802) 654-2574
Undergraduate	(802) 654-2571
School of International Studies	(802) 654-2300
Security	(802) 654-2374
Student Accounts	
(Last Name Beginning with A-F)	(802) 654-2581
(Last Name Beginning with G-N)	(802) 654-2582
(Last Name Beginning with O-Z)	(802) 654-2335
Student Life/Housing	(802) 654-2566
Other Department	(802) 654-2000

INDEX

Academic Calendar	i
Administrative Officers	105
Administration and Management	12
Admission	1
Audit	6
Clinical Psychology	34
Completion of Degree Program	8
Course Additions	3
Course Withdrawals	4
Continuous Enrollment	7
Directed Readings	7
Education	45
Faculty	106
Financial Aid	8
Full Time Status	7
Grading System	5
Graduation Information	8
History	1
Independent Study	7
Incomplete Grades	6
Intent to Graduate	8
International Students	2
Loans	9
Phone Numbers	109
Registration	3
Student Status	2
Teaching English as a Second Language	82
Theology and Pastoral Ministry	93
Thesis Extension	6
Time Limit	7
Transfer of Credit	6
Waiver of Requirements	7

KEY TO MAP OF SAINT MICHAEL'S CAMPUS

- | | | | | | |
|------------------------|---|--|--|-------------------------------|----------------------|
| 1 President's House | 10 Ross Sports Center & Jeremiah J. & Kathleen C. Tarrant Student Recreation Center | 17 Tennis Courts | 26 Chapel of Saint Michael the Archangel | 34 Ethan Allen Apartments 102 | 40 Storage |
| 2 Prevel Hall | 18 Bergeron Center | 19 Hudson Hall | 27 Alliot Student Center | 35 Ethan Allen Apartments 103 | 41 Dupont Hall |
| 3 Founders Hall | 20 Doc Jacobs Athletic Field | 21 400 Series Townhouses | 28 Senior Hall | 36 Receiving | 42 Grounds Shop |
| 4 Holcomb Observatory | 22 200 Series Townhouses | 23 International Houses and Commons Building | 29 Saint Joseph's Hall | 37 Hamel Hall | 43 Sloane Art Center |
| 5 Cherry Science Hall | 11 College Library | 12 300 Series Townhouses | 30 Rescue Garage | 38 Maintenance Trades Shop | 44 North Campus Gym |
| 6 Jeanmarie Hall | 13 Lyons Hall | 14 Alumni Hall | 31 Father Salmon Hall | 39 Purill Hall | 45 Linnehan Hall |
| 7 Saint Edmund's Hall | 15 Joyce Hall | 16 Ryan Hall | 33 Ethan Allen Apartments 100 | | 46 Sutton Fire House |
| 8 Klein Center | 24 100 Series Townhouses | | 25 Nicole Hall | | 47 Old Post Office |
| 9 McCarthy Arts Center | | | | | 48 Herrouet Theater |
| | | | | | 49 Old Chapel |



RT. 15 NORTH

2000-2001 GRADUATE PROGRAMS ACADEMIC CALENDAR

(TENTATIVE*)

SUMMER SESSION 2000

Term I

May 17 - Wednesday

Classes Begin

May 29

Memorial Day - No Classes

June 27 - Tuesday

Classes End

Term II

June 28 - Wednesday

Classes Begin

July 4

Independence Day - No Classes

August 8 - Tuesday

Classes End

Last Session

Wednesday, August 9 – Tuesday, August 15

FALL SEMESTER 2000

August 29 (Tuesday)

Classes Begin

September 4

Labor Day: Classes for all

October 9-10

Holiday: No Classes

October 13

Last day for making up I grades
from Spring and Summer 2000
Semesters

November 22-26

Thanksgiving Recess

November 27

Classes Resume

December 16

Last day of classes/exams

SPRING SEMESTER 2001

January 15

Classes Begin

February 23

Last day for making up I grades
from Fall 2000 Semester

February 24-March 4

Winter Recess

March 5

Classes Resume

April 13-16

Easter Recess

April 17

Classes Resume

May 8

Last day of classes/exams

May 12

Baccalaureate Mass

May 13

Commencement

*Please check graduate course schedules for finalized dates



SAINT
MICHAEL'S
COLLEGE

ONE WINOOSKI PARK
COLCHESTER, VERMONT 05439